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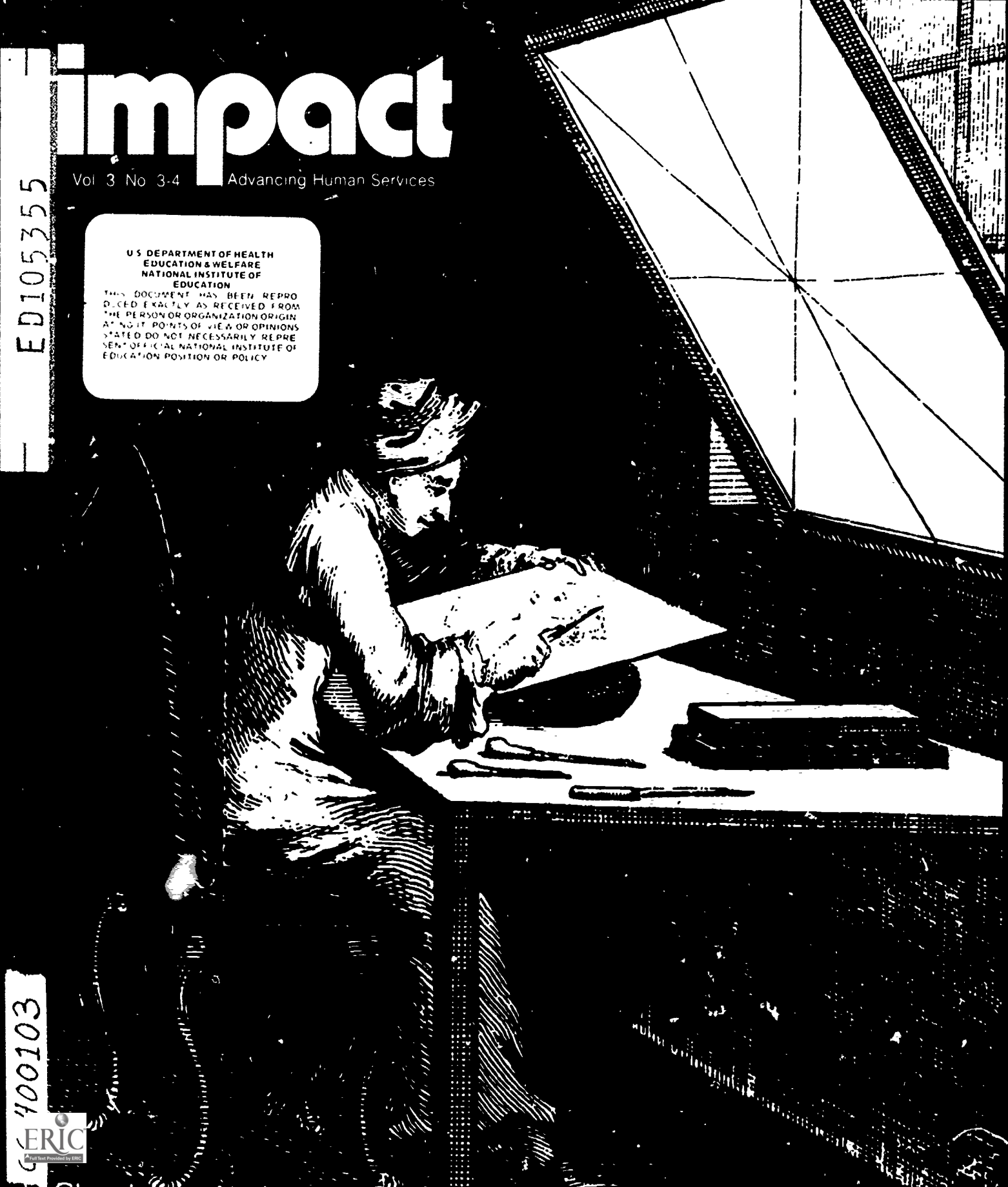
ABSTRACT

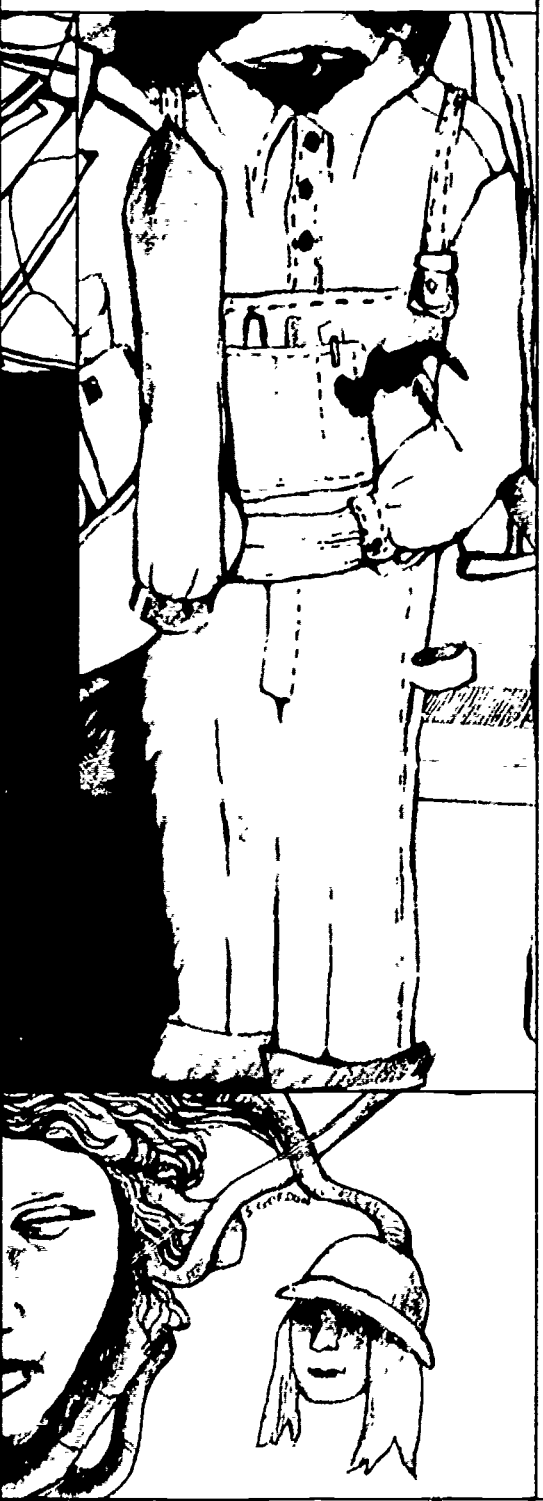
The articles comprising this double issue of Impact evolved from several sources, one of which was the National Conference on Program in Career Guidance, Counseling, and Placement, sponsored by the Missouri State Department of Education. The purpose of the conference was to bring together a local school guidance director and a guidance supervisor from each of the 50 states to develop individual state models for programs in career guidance, counseling, and placement. The major conference presentations, as well as proceedings of a panel discussion, are included in this issue. Other speeches and papers included in the magazine are from other conferences, meetings, and workshops which help "round out" what the editors feel to be a strong and careful look at some of the important ideas, concerns, and issues facing career development today. Regular magazine departments also featured are Quotes, Flashes, Research Findings, Exemplars, Consultations, and New Resources. (Author/PC)

impact

Vol 3 No 3-4 Advancing Human Services



Contents



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About This Issue

Once again *Impact* is pleased to offer its readers a double issue— Impact Vol 3 Nos 3 and 4

The interest, concern and activity in the area of career development is no secret In fact since its inception *Impact* has offered its readers an issue with its major focus on career development in every volume year This year however with ERIC CAPS and *Impact's* greater involvement with meetings conferences and workshops we found it desirable to focus two issues on this high priority area

The major articles comprising this double issue evolved from several sources — a Michigan Vocational Guidance Association Meeting, the National Conference on Programs in Career Guidance, Counseling and Placement, and the APGA - Impact-ERIC CAPS Career Development Workshops

St Louis, Missouri was the site for the National Conference on Program in Career Guidance, Counseling and Placement, February 25-27, 1974 Sponsored by the Missouri State Department of Education, its purpose was to bring together a local school guidance director and a guidance supervisor from each of the 50 states to develop individual state models for programs in career guidance, counseling and placement

Interspersed with presentations by experts in career development, participants worked on developing model programs to be used as a foundation for workshops, conferences and or in-service training for counselors in their own states

We discussed the possibility of including this conference in an issue of *Impact* with Charles Foster, Director of Guidance Services for the Missouri State Department of Education and co-director of the conference He agreed that people who were not in attendance might gain considerable benefit from the ideas and discussions that occurred there.

One of the requiren ents for participation in the program was that participants from local schools agree to report on the implementation of their model programs by June 30, 1974, these reports to include their strategies for working with school and community personnel. State guidance supervisors attending the conference agreed to follow up the development and implementation of the state models, disseminate information to other state schools about the program, and offer training to other local school guidance staffs They also agreed to submit evaluations of the local model and of the in service training of other local schools staffs by July 15, 1975 ERIC CAPS intends to follow up the programs developed by the participants to discover how they used the resources and ideas in their proposals, and to present at a later time a summary of the various applications of the workshop learnings through program implementations

In addition to the major presentations given at this conference we have also included the proceedings of a panel discussion which although not part of the official conference took place in a separate location while the participants were involved in their task groups

The pre-convention workshop and its western counterpart held in Anaheim, California were designed to enliven and expand the ideas, resources, and skills of those involved in career planning and development. The papers by Juliet Miller and Carl McDaniels were presented in New Orleans, those by Lucille Robinson and Thomas Jacobson in Anaheim

A speech given by Esther Matthews at the 1973 Michigan Vocational Guidance Association along with Thelma Vriend's presentation from the 1973 APGA-Impact Workshop held in Ann Arbor are also included to "round out" what we feel to be a strong and careful look at some of the important ideas, concerns and issues facing career development today

Quotes

If . . . asked, ten years ago, whom to read to find out what America was like, or was going to be like, I would unhesitatingly have said, "Read Mark Twain," . . . I don't think I would say read Mark Twain today. I think I would advise a young person to read Balzac Find out what it's like to live in a society where, if you want to be a professor, you wait until the man who is professor dies. Then the 15 of you who want the job compete in various ways.

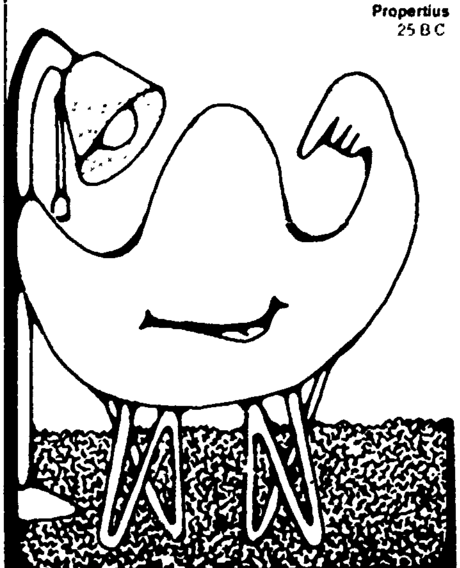
Daniel P. Moynihan
Sociologist
Speech at Andover Academy

I don't do housework Life is too short, and I m too much of a puritan If you want to take a year to write a book you have to *take* that year or the year will take you by the hair and pull you toward the grave *Let* the grass die There are all kinds of ways to live You can take your choice You can keep a tidy house and when St Peter asks you what you did with your life you can say I kept a tidy house I made my own cheese balls

Annie Dillard
[illegible]

The sailor tells of storms, the farmer of fields, the soldier coun's his wounds, the hind his sheep. I sing the lesser song of bedroom strife Let each devote his day to his own art

Propertius
25 B C



A schizophrenic perceives a chair, and the appeal of the chair is so powerful and the patient is so weak in his being that he is compelled to sit down The healthy man would have the freedom to respond to the challenge of the chair in whatever manner he thinks best

Medard Boss
[illegible] psychotherapy

it is also imprudent to fall sick or die between 6 00 p m on a Friday evening and 9 00 a m on a Monday morning If you fall sick between those hours you may get no medical attention and if, in consequence, you die, you will certainly not be able to get youself buried till Monday comes Translate this meticulous two days' blackout into a five days' one, and you have the world of the future.

Arnold J. Toynbee
Change and Habit

I'm glad you weren't a singer or a dancer Pop was wise in that The image held of the blacks in this part of the world is that we are proficient in but one or two areas only, the service trades or the physical entertainment fields (singers, dancers, boxers, baseball players) Would you like to support the theory that we are good for nothing out to serve or entertain our captors?

George Jackson
letter to his mother
The Prison Letters of George Jackson

Most people's work has no connection with any kind of meaning, with life There's no longer the idea of a calling—work is just something you do eight hours a day, and then you go and do something else

Studs Terkel
author of *Working People Talk About What They Do All Day and How They Feel About What They Do*
1974

To the extent that the super-specialist of today's world carries this way of doing things over into his personal life, he remains a specialist in the art of living as well as a specialist in making a living.

Joseph R. Royce
The Encapsulated Man
1964

The woman today who banks on taking her identity from her husband can wind up with no identity at all—and, in some cases, no husband

F.N. Schwartz, M H. Schifler & S.S.Gillotti
[illegible]
1972

Perhaps long hours are the result of a fondness for work, rather than for the income in which work results Compulsive work may be substituted for compulsory work A still greater number of people, perhaps, are work maniacs, who try to keep haunting, disturbing thoughts at a distance

Staffan B. Linder
The Harried Leisure Class
1970

My work is the only ground I've ever had to stand on I seem to have a whole superstructure with no foundation—but I'm working on the foundation

Marilyn Monroe

Editorial Note

Impact frequently reprints statements that represent provocative, if not extreme, views as a means of sensitizing readers to important issues or developments that are relevant to the work of those with helping responsibilities. Occasionally, these statements may seem to contain political references or to have political connotations. We wish to emphasize that neither by design nor intent does *Impact* take stands on political issues or questions or evaluate political figures. The basis for inclusion of items is determined solely upon the utility of the information for the performance of professional responsibilities and activities and any attempt to draw inferences regarding political views is inappropriate and unwarranted.

React!

If you have an alternative view, a comment, a criticism, or a compliment, let us hear from you. Your feedback on our articles and ideas, your direct experience and insights, can lend an added impact to what we present. To react, write: *Impact*, P.O. Box 635, Ann Arbor, MI 48107.

CAREER EDUCATION: the Ontario-Montclair school district K-8 model

by Lucile T. Robinson
General Consultant
Ontario-Montclair School District

Career education became a reality in the Ontario-Montclair School District (California) when the Title III project entitled "Matching Attitudes and Talents to Career Horizons" (MATCH) was approved by the State Department of Education. The project, still in the planning stage, will be implemented in grades kindergarten through eighth in two K-6 schools and one intermediate school in September, 1974.

The MATCH project is an innovative, interdisciplinary approach to the teaching of career education, K-8, that fits relevant curriculum and appropriate teaching strategies to the student's needs, abilities, and skills. The project, in general, will infuse career education concepts found in the various curriculum areas and weave these concepts into the social science-language arts (English) curriculum in particular.

In order to assure a coordinated program through the grades, sub-committees composed of writing teams will recommend curriculum that has scope and sequence. In addition, the writing teams will develop activities for reinforcing concepts, recommend teaching strategies, provide inservice units on counseling and guidance and develop criterion measures to assure individualization and continuous growth.

Needs Assessment

Comprehensive program planning is basic to the implementation of any new program and begins with the needs assessment. A needs assessmeent is exactly what it says it is, an assessment of needs—all needs. The comprehensiveness of the assessment is the springboard to program planning. A list of needs might include the following:

School Records
- -survey of school population showing student population by grade level, number of families represented, and family economic level
- -jobs held by adult members of family
- -ethnic profile
- -language of parents
- -mobility rate

Educational Profile
- -previous school performance of students according to standardized and/or criterion referenced tests
- -teacher opinion

Instructional Program
- -curriculum offerings and schedules
- -class size
- -degree to which present program offers an individualized, diagnostic approach
- -record keeping for continuous progress

Health
- -type and amount of health services provided students
- -available school personnel
- -community/county/state resources

Parent Education
- -existence or availability of parent education
- -parent need
- -available facilities

Parent/Community Involvement
- -existing parent/community involvement
- -parent/community interest
- -community advisory committee
- -human resources
- -particular talents
- -community business/industry resources

Staff Development
- -existing staff development program
- -inservice needs
- -availability of library materials
- -university or college offerings

District Support
- -survey and analysis of district resources
- -availability and types of consultant, guidance, health, etc. services
- -district goals and objectives

Data from the needs assessment provides the discrepancy information, which in turn leads to the writing of performance objectives. In the case of the Ontario-Montclair School District project, Title III guidelines were followed. Examples of the paper work are given to illustrate the thinking that occurred between the discrepancy and objective statements.

Three steps will be discussed: (1) the rationale for the needs assessment which results in discrepancy data supported by documentation; (2) the solution statement which results from the discrepancy between the problem and the desired condition; and (3) the objective statement together with evaluation specifications including major activities for each objective and the evaluation specifications for each activity.

The three examples cited are representative of objectives in the instructional component for primary, middle, and upper elementary grades. This component has a total of eleven objectives. These eleven objectives, however, do not comprise the total number of objectives written. They are the objectives written for the instructional component only. The Ontario-Montclair School District identified seven components in addition to that of instruction in order to round out the proposed project. They include: (1) curriculum development, (2) learning materials development, (3) staff development, (4) counseling and guidance skills development, (5) community involvement, (6) measurement instrument(s) development, and (7); media center development.

These additional components also have identified objectives together with evaluation specifications. Major activities together with evaluation specifications are included for each objective. A brief run-down of the components will establish the rationale for the Ontario-Montclair career education program.

Instructional

The instructional component is intended to identify the instructional curriculum that the needs assessment has uncovered. In particular, it pinpoints the "whats," the concepts to be taught, and spells out the "hows," the spots at which career education concepts will be inserted into the K-8 curriculum. This component established the direction the curriculum will take.

At the early elementary level this curriculum will emphasize self awareness as well as career or occupational awareness. The focus upon self allows each student to

explore and discover his own abilities, characteristics, needs, wants, and values. A little later the student will also explore the abilities, characteristics, needs, wants, and values of others in their own as well as other cultures to see similarities and differences in changing sets of circumstances.

Placing the awareness of self in a realistic work-a-day world, which includes contrasts, will acquaint students with the values of work-oriented society while exposing students to a variety of jobs and the reason for the existence of jobs. The imposition of a set of work values is not an objective of the curriculum, but the development of individual work values is. The acquisition of a value system is dependent upon the student's familiarity with a variety of work values and understanding the consequences of such values upon himself and others.

Hoyt[1],et. al., summarizes the purpose of career education in the elementary school to be that of seeking a more balanced view of work and its relationships to life:

> At the elementary school level, the prime purpose of career education is to help students become aware of the occupational world, helping them to become familiar with the values of a work-oriented society and to incorporate such values into their personal values structure. Vocational skill training, at this level, exists primarily for motivational purposes . . .

[1]Hoyt, Kenneth B., *et al.*, *Career Education* (Salt Lake City, Utah: Olympus Publishing Company, 1972), 84.

Hoyt[2] further states that career education at the junior high level emphasizes occupational exploration, but that such exploration

> has as its prime purpose, the teaching of students the basic vocational skills which have applicability to broad families of occupation and helping students decide, from among such broad families, those that they may want to study further during the senior high school year.

In 1968, the United States Office of Education identified fifteen occupational clusters for consideration of junior high school students. The USOE cluster model recommends that a student select an occupational cluster for indepth study in order to acquire an entry-level vocational skill prior to reaching the 10th grade. This recommendation supports Hoyt's[3] argument that, at whatever level a student chooses to leave the formal education system, he should be equipped with a saleable skill. Competency in basic reading and math skills has a high priority in this context.

[2]Ibid., 85.
[3]Ibid., 86.

Curriculum Development

The curriculum development component is the right arm of the instructional component. Activities within the component must identify a scope and sequence for the teaching of career education concepts from kindergarten through grade eight. In addition, those activities must identify career education concepts wherever appropriate for every curriculum area.

The first task of the curriculum development committee will be to review career education literature, guides, state guidelines, and other related written materials as well as films, film strips, cassette programs, and other audio visual materials. In addition, the committee will familiarize itself with various state and national career education models, Implementing Career Education[4], and the Drier Scope and Sequence Model[5] in order to develop the district's career education model.

[4]Peters, Paul N., Chairman, Career Education Task Force, *Implementing Career Education* (excerpts from administrators Activity Package), California State Department of Education, August, 1972.

[5]Drier, Jr., Harry N., *K-12 Guide for Integrating Career Development into Local Curriculum* (Worthington, Ohio, Charles A. Jones Publishing Company, 1972), 13

Because the long range goal of the program is to provide every student with basic reading and mathematics skills by the time he leaves eight grade, the curriculum must provide for relevant content and successful experiences in order that all students will acquire the basic skills. This means a redirection in the teaching of reading and computational skills so that the student can recognize relationships between the acquisition of basic skills in reading and mathematics and their application to the world of work.

Failure to gain such skill is subtle and individual. The proposed program will infuse into the curriculum here-and-now concepts, ideas, and problems that will lend relevance to content. These concepts will be re-cycled through the grades in numerous offerings to increase the opportunities students have for acquiring information and skill mastery.

Learning Materials Development

The learning materials component is closely allied to the instructional curriculum development components. Indeed, one committee may develop these three components in the organizational stage and later be divided into sub-committees. At this point the instructional component has set the direction so the curriculum development committee can develop the model and the learning materials committee can develop specific units of work to be introduced into the continuum at appropriate levels. These units of work will be pilot tested in the classroom before final preparation and publication for district use.

An example of a unit of work that might be developed could start with the question, "What kind of jobs are there and what kinds of jobs might I be interested in?" The study could begin in the early grades with listing or cutting out pictures of jobs mothers and fathers have, exploring a variety of places of work, and role-playing appropriate problem centered experiences.

A part of the study should include a consideration of the abilities and talents of workers, job responsibilities,

necessary education and training, length of working hours, wages, and opportunities for advancement. Further exploration might include job alikes or unlikes in other countries and how climate, geographic location, or culture affects jobs in other parts of the world.

Differences in salaries and wages and what the paycheck can buy takes students into a study of consumer arithmetic and economics. Understanding of work hours is related to a study of the use of leisure time. Knowledge of the skills and education needed for particular jobs emphasizes mastery of both skills and academic subjects. Such considerations give prime importance to the realistic applications of content.

There are no grade levels to teaching this kind of a curriculum. The concepts are all included in Drier's Development Scope and Sequence Model. In this context a concept introduced at the kindergarten level receives increasingly sophisticated treatment as the student matures.

Implicit in the instructional component is teacher understanding that curriculum offerings, especially in reading, mathematics, and social studies, must be realistic and that applications must be that of the here and now. Instruction must also "open windows" so the student becomes aware of his self, worth, and dignity in relationship to a wide range of options. Furthermore, instruction must lend itself to individual development of a value system that includes task commitment and appreciation for the working world.

Additional responsibilities of the component are pilot testing units of work in the classroom before final preparation for publication and recommending commercial materials for purchase and classroom use. A committee will develop criteria for final selection of materials in order to establish district standards.

Staff Development

The Cooperative Career Education Project[6] says there is "a symbiotic relationship" between the development of curriculum materials and staff development. It is for this reason that the proposed project will use teachers on the writing teams to develop both curriculum and learning materials. The same teachers will conduct inservice in the three target schools using the curriculum and learning materials they have developed.

However, there are fundamental understandings this component must accomplish. Among the first to be considered is a working definition of career and of vocational education, including similarities and differences that contribute to existing relationships.

A definition of career education involves a philosophy that incorporates the appreciation of a work-oriented society into a personal value system— a personal value system that promotes the development of every person to his highest productive potential. Central to the definition are several additional understandings which Hoyt[7] summarizes as follows:

[6]Department of Education. *San Diego County, The Cooperative Career Education Project.* 1973.

Career Education

-is preparation for all meaningful and productive activity, at work or at leisure.
-provides educational experiences, curriculum, instruction, and counseling for preparation for economic independence, personal fulfillment and appreciation for the dignity of work.
-neither denies intellectual achievement nor denigrates manual skills.
-recognizes that success in the working world involves good mental and physical health, and human relations skills.
-develops a commitment to honest work and a willingness to accept the discipline of the "work place."
-requires all the basic skills of communication, reading, computation and basic familiarity with concepts of science and technology.
-includes life-long education and re-education.

[7]Hoyt, et al., *Career Education*, 1-4.

Keller[8] points out the primary need for staff development in the following statement:

> The acceptance of career education as a viable goal having top priority is fundamentally dependent upon change in people's attitudes, understanding, and curriculum development skills. Career education requires a reordering of priorities, changes in the educational programs, new role relationships, community involvement. If the educational enterprise is to change, so must personnel in that system. And this change cannot be accomplished without a comprehensive and coordinated in-service training program for everyone, from the board to the school volunteers.

On the other hand, a definition of vocational education is inclusive of all curriculum that pertains to an area of occupational choice and the related skills.

[8]Keller, Louise J., *Career Education In-Service Training Guide.* General Learning Corporation (Palo Alto, CA: 1972), 28.

> The three major motivations for engaging in vocational skill training are: (a) to explore the meaningfulness that various vocational skills hold for individuals; (b) to discover relative aptitudes and abilities for various vocational skills; and (c) to acquire specific vocational skills that will enable the individual to enter and work successfully in a particular occupational field.[9]

This component will also identify a writing committee to prepare packages of inservice materials and activities for teacher use. The inservice packages will include suggested teaching strategies. In addition, the committee will identify key concepts to be enlarged upon and enriched through staff discussion or other means of involvement such as listening to resource people, visiting a model program, taking a field trip to an industrial or business site, researching a subject, etc.

Inservice units prepared by the writing team will be pilot tested before final preparation and publication.

Counseling and Guidance

The counseling and guidance component is not the strong component it is in secondary career education programs. This is due to the fact that Title III guidelines did not encourage a large expenditure of money for counseling and guidance. In the case of an elementary program this was not viewed as a disadvantage inasmuch as district K-6 schools do not have counselors and, therefore, the burden of counseling rests with the classroom teacher. For that reason, the staff development component must provide the necessary inservice for counseling and guidance.

Career Development: A California Model for Career Guidance Curriculum K-Adult[10] builds a strong case for a counseling and guidance component with the career

education curriculum:

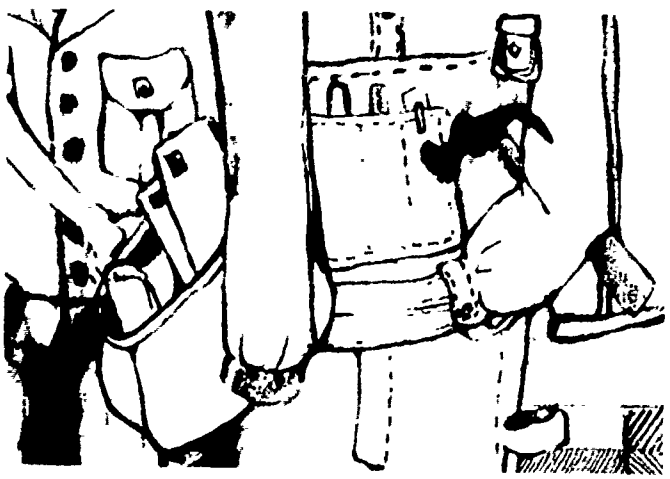
[9] Hoyt, et al., *Career Education*, 81

> Students often find that there is no relationship between the courses they are taking and the "real world." They are increasingly voicing discontent. This discontent is manifested in drug abuse, student uprisings, truancy and other forms of escape. Contemporary society demands that our educational institutions respond to an increasing need for relevancy in education.

[10] California Personnel and Guidance Association, *Career Development: A California Model for Career Guidance Curriculum K-Adult* (Fullerton, CA, 1972), 1-3

> The traditional view of work is changing. The work ethic, which emphasized pride in workmanship and individual accomplishment and was so influential in earlier years, is now challenged by a highly developed technology.
>
> One of the problems that face people today is the reduced opportunity to find an identity in occupation. They do not have an opportunity, in many cases, to see the finished products that result from their work . . . Guidance personnel need to recognize that today, unlike in the past, a sense of worth and self esteem may not be derived solely from work in our industrialized society . . .
>
> Other problems are reflected in rapidly changing technology, a highly mobile population and externally imposed environmental conditions for which individuals must be prepared . . .
>
> We have not identified all of the problems that students will face, but we have illustrated that a new set of problems, unknown previously, will make the task of guidance personnel more complex and certainly more essential . . . It is imperative that guidance personnel help youth from an early age to develop the capacity to make and execute decisions which have long lasting effects upon their lives.

A sub-committee will be identified to review literature pertaining to career education counseling and guidance skills, and to develop an appropriate inservice program for teachers. These inservice materials will be pilot tested by teachers before publishing for district distribution.



Community Involvement

The community involvement component can be the component that spells the difference between success or failure of a district's career education program. It is also a component that requires a minimum expenditure of money but a maximum expenditure of effort and planning.

A community advisory sub-committee of the larger district advisory group will be identified in the Ontario-Montclair School District. The sub-committee will be composed of community people, not necessarily parents, who are interested in furthering career education. This committee will provide advice, support, and leadership for the school program.

The committee will be used to recruit resource people within the community to make career presentations to students or faculty upon the request of individual schools. The committee will also identify business and industrial sites available for visitation by students and school personnel.

The career education advisory committee will serve as a barometer of community needs and resources. Communication between school and community will be enhanced through regularly scheduled meetings that are task oriented. Such tasks might include reviewing units of work, visiting classrooms, interviewing students, providing career information, sponsoring career days, publicizing school opportunities and programs, identifying trends, etc.

Measurement Instruments Development

This component will identify a sub-committee to act as a writing team to develop criterion referenced tests for career education units of work. The sub-committee will work closely with the curriculum development team to develop appropriate pre-, interim-, and post-tests for specific content. Much of this work will be original work because of the different emphasis and use of content.

These materials will also be pilot tested in the classroom before being recommended for district use and must be appropriately developed for data processing so that print-outs of test results can be made available to teachers.

This component also will be responsible for reviewing commercially prepared tests and recommending for purchase those which are appropriate for either resource material or classroom use.

Media Center Development

The last component identifies the development of a district career education media center. The media center is viewed as the showcase of the program and is planned to be a model for spin-off to individual schools that are developing resource rooms.

All materials developed by the various writing teams will be on display in the media center. Displaying such materials will: (1) give visibility to the developing career education program; (2) acknowledge accomplishment of teachers developing curriculum units and materials; and (3) motivate other staffs toward implementing a career education program.

Operational Problems

There are additional details of planning and implementing a career education program that merit consideration. Although they should be discussed in depth, they will be treated only as a check list—a reminder of their importance. They include the following:

- -staffing patterns
- -learning materials
- -instructional methodology
- -scheduling
- -profile of pupil population
- -evaluation design
- -management time frame

-personnel requirements
-budgets

Summary and Conclusions

Steps in planning a career education program include treatment of the needs assessment, program objectives, activities for objectives, evaluation of objectives and activities, component identification, evaluation design, time frame, personnel requirements, and budgets.

The Ontario-Montclair School District sees its program, if further funding is granted, as a three year program: Program orientation and development of curriculum, learning materials, inservice, and measurement instruments in 1974-75; staff training and program implementation through a pilot project in 1975-76; and implementation using field testing with experimental and control groups in 1976-77.

Program aspirations include an innovative curriculum that does not necessarily rely upon a traditional textbook program. If curriculum is to become relevant for all students, something new has to happen. That something new may be as old as studying the community in which the student lives.

In using the local community as the curriculum, the student of any age can view his place in the world, both for now and the future, in a realistic setting. He and his world become a part of the same system. The community's problems and challenges are his problems and challenges. The constraints for both are the same constraints of climate, rainfall, population, employment opportunities, resources, both human and natural, or whatever. Decisions to be made are decisions that have to be made for common problems. The value system is one that must serve all.

Therefore, the curriculum for career education is basically the study of man in a technological society. The content should include relevant academic and skill areas but it also should include the humanizing forces in man. Activities should include practical experiences but they should also include practice in decision making. Results should be measured not only in terms of competencies but also in terms of the student's individual value system and his ability to deal with political, social, and economic problems.

All this adds up to providing a career education curriculum that equips every student for that day when he takes his place in the adult world—a world that consists of both work and leisure. The Ontario-Montclair model is premised on this statement.

[redacted]

1.0 71% of eighth grade students at the target intermediate school placed in the second quarter or below in reading, and 61% placed in the second quarter or below in mathematics. This figure represents an accumulated deficit—most of which occurs at the seventh grade. (See 1.0 under Problem Conditions for Source and Documentation.)

1.0 Instrument: Comprehensive Test of Basic Skills, administered May, 1973 (N=827).

Reading and Mathematics Eighth Grade CTBS Scores, Imperial, Intermediate School

	% below Q_1	% Q_1-Q_2	% Q_2-Q_3	% above Q_3
Reading	41	30	16	13
Mathematics	33	28	23	16

1.0 By the completion of the implementation phase at eighth grade, a trend will be established toward a more equal distribution of reading and mathematics scores in each of the quarters of the Comprehensive Test of Basic Skills by all students averaging 85% attendance. It is expected that this will be accomplished by a reduction in size of the two groups below Q2 by at least seven percentage points in reading and by at least four percentage points in mathematics. It is expected that the improvement will be equal in each of the three years, beginning June, 1977.

The implementation phase ends June, 1977.

[redacted]

1.0 The rate of learning, as reflected by California Test of Basic Skills scores in reading and mathematics at the end of eight grade, is low. A review of test scores will show the deficit beginning to accumulate at seventh grade.

CTBS Scores at Grades 6,7,8 Showing Divergence from Norm

Expressed in Months

Reading Grades	Mathematics Grades

1.0 The acquisition of basic skills is essential to all jobs in the educated work force. Therefore, it is necessary for all K-8 students to acquire basic skills in reading and mathematics.

In order to increase options for children, Career Education should provide a variety of offerings in content, learning materials, teaching strategies, here-and-now observation and experiences, and classroom organization. Increasing options should afford interests for K-8 students that will become self motivat-

1.0 The Measurement Instruments Component will identify and recommend diagnostic prescriptive measures for reviewing the present low rate of learning in reading and mathematics.

At the same time the Curriculum Development Component will identify basic concepts and skills on a continuum of learning, K-8.

The Materials Development Component will correlate the skills continuum in reading and mathematics to Career Education units of work.

	6	7	8	6	7	8
Arroyo	+5			+9		
Del Norte	−3			−4		
Imperial		−14	−14		−13	−9

The problem is further complicated by the fact that 16 months elapses between sixth grade (October) and seventh grade (May) testing. The deficit, therefore, could result from one or more factors: Transition to the intermediate school, poor teaching and/or inadequate curriculum.
The deficit is fundamental to the problem and needs indepth study.

ing toward the acquisition of basic skills.

mini-units, and learning packages. Games and activities for here-and-now experiences will provide enrichment. The focus will be upon real-life conditions and problems. Text book presentations will be used to guide scope and sequence for content areas.

1.0 By the completion of the implementation phase, June 1977, at eighth grade, a trend will be established toward a more equal distribution of reading and mathematics scores in each of the quarters of the Comprehensive Test of Basic Skills by all students averaging 85% attendance. It is expected that this will be accomplished by a reduction in size of the two groups below Q_2 by at least seven percentage points in reading and by at least four percentage points in mathematics. It is expected that the improvement will be equal in each of the three years, beginning June, 1977.

1.0 Design
Pre/Post with Experimental/ Controls

Target
1864 students K-8

Controls
1722 students K-8

Factor Measured

Reading (experimental)			
Grade:	3rd	6th	8th
Date:	5/73	10/72	5/73
Arroyo	3.8	6.7	
DelNorte	3.2	5.9	
Imperial			7.4
Mathematics (experimental)			
Arroyo	3.7	7.1	
DelNorte	3.3	5.8	
Imperial			7.9
Reading (control)			
Lehigh	3.5	5.9	
Monte Vista	3.7	6.3	
Serrano			7.7
Mathematics (control)			
Lehigh	3.7	5.6	
Monte Vista	4.1	6.4	
Serrano			7.1

Instrument
CTBS - California Test Bureau

Critical Dates
Pre- -September
Interim- -February
Post- -May

Nature of Data
- means for both groups
- medians for both groups
- quartile distributions
- T-tests if appropriate

1.0 In order to improve reading and mathematics scores, activities will relate to providing relevant content, materials, and activities. The emphasis will be upon thinking skills. The focus, in particular, will be upon reading in the content areas and computational skills in arithmetic by:

1.1 following content scope and sequence for appropriate levels;

1.2 using a continuum of reading and mathematics skills;

1.3 using appropriate materials and activities for content scope and sequence;

1.4 pretesting at every grade level;

1.5 applying counseling and guidance techniques;

1.6 interim testing at all grade levels each February, beginning February, 1977.

1.7 post-testing at every grade level; June, 1977, June, 1978, and June, 1979.

1.1 Design
Pre/Post with Experimental/ Controls

Target
1880 students K-8

Controls
1722 students K-8

Factor Measured
Reading
Mathematics
Language

Instrument

Selected criterion items from objective based test collection, Instructional Objectives Exchange, Forms A & B.

Critical Dates
Pre- -October
Interim- -February
Post- -May

2.0 80% of the scope and sequence for an interdisciplinary approach to the teaching of Career Education, Grades K-8, will be developed by a team of administrators, teachers, parents, and students (where appropriate) by June, 1975. The remaining 20% of the curriculum will be developed and added to the program's scope and sequence during the second and third years as needs develop.

2.0 Instrument: Santa Barbara Career Information Survey, administered October, 1973 to all K-2 (N=325) children at the target elementary schools.

Santa Barbara Career Information Survey - Grades K-2

School	Kindergarten	1st	2nd
Number of Jobs Identified by Mode			
Arroyo	5-6 N=78	10-11 N=85	10-11 N=52
Del Norte	8-9 N=58	9-10 N=55	15 N=50

2.0 All students in grades K-2 are aware of jobs at which people work. The range in number of jobs orally identified is from 1 to 17 in first grade, 4 to 17 in second grade, and 4 to 35 in third grade. Jobs were identified by a survey individually administered.

2.0 A sequential program for the teaching of Career Education should be developed by a team of teachers, administration, parents, and students and incorporated into the present social science, language arts (English), K-8, curriculum.

The curriculum should build upon concepts already identified at grade K-2. These concepts should be enriched by related concepts found in other subject matter areas.

2.0 District offerings in Career Education are limited and fragmented at all grade levels. In general, Career Education, if taught, is incidental to the social science and/or language arts (English) curriculum and does not necessarily build upon concepts students already know and/or have an interest in. (See Need Assessment I, column 1 and 2 under 2.0 for range of concepts identified by individual student, K-2.)

2.0 The Curriculum Development Component, in addition to identifying concepts and skills to be taught, will identify content for Career Education and place that content in a spiralled scope and sequence for grades K-8. Concepts will be spiralled through the grades so that they become more sophisticated with re-teaching.

The proposed curriculum will follow the goals and objective statements developed by the California State Department of Education, Career Education Task Force and will specifically include at grades K-2 such content as:
- knowledge of jobs.
- relationship of home and school jobs to community functioning.
-importance of self and others.
-decision making.
-knowledge of home and community rules.

-relationship of skills development to life roles.
- awareness exchange of goods and services.

Curriculum scope and sequence will be adapted to the Marin County Education Model and to the Drier Career Development Scope amd Sequence Model. The prescribed curriculum will be published after field testing for use by all involved in teaching Career education.

2.0 80% of the scope and sequence for an interdisciplinary approach to the teaching of Career Education grades K-8 will be developed by a team of administrators, teachers, parents and students (where appropriate) by June, 1975. The remaining 20% of the curriculum will be developed and added to the program scope and sequence during the second and third years as needs develop.

2.0 The scope and sequence will follow the Administrators Activity Package for Career Education Implementation, California State Department of Education. The scope and sequence will identify concepts to be taught and show how those concepts are spiralled from grades K-8 in order to sophisticate and reinforce understanding as they grow in complexity.

2.0 Scope and sequence for teaching Career Education will be infused into an interdisciplinary approach in grades K-8 by:

2.1 reviewing State Department of Education Task Force recommendations;

2.2 incorporating Career Education concepts into all disciplines where appropriate;

2.3 spiralling concepts from grades K-8 to allow for reintroduction or reinforcement of concepts according to individual need and to insure continuous progress.

Evaluation Specifications for Major Activities

2.0 80% of activities 2.1 through 2.3 will be developed by June, 1975.

5.0 77% of sixth grade students at two target elementary schools indicate a need for career and job information.

5.0 Instrument: Priority Counseling Survey, Form A, sixth grade (N=139), administered April 22, 1973 at the two target elementary schools.

Priority Counseling Survey
Form A
Question 32: I could reach my future goals best if my school:

	Student response by percentage Arroyo Del Norte	
A. Had more courses or units about careers.	13	18
B. Helped me learn how make decisions.	6	8
C. Offered me a chance to observe people at work.	15	13
D. Offered different activities each year to help me choose classes I need and find out about careers.	18	14
E. Supplied more materials about careers for me to look at.	2	7

5.0 90% of sixth grade students surveyed June, 1977 will indicate that the school curriculum provided career and job information useful in considering job and career choices.

F. Helped me to find out the kind of work I might be interested in and good at.	27	21
G. No response.	1	6

5.0 An additional item on the survey mentioned in 4.0 indicated that sixth grade students have a need to obtain job and career information.	5.0 The Career Education curriculum should include, by sixth grade, information on careers and jobs currently available. Curriculum offering from grades K-5 should provide sufficient background for sixth graders to identify job clusters and required skills and abilities needed in the world of work.	5.0 The Curriculum Development and Counseling and Guidance Component will identify relevant job and career information for incorporation into the sixth grade curriculum. Writing teams will also incorporate additional experiences into the sixth grade curriculum for students to observe and talk with adult workers. A speaker's bureau of resource people and a list of field and/or walking trips for on-the-job visitation will be identified. (See Need Assessment I, column 3, under 3.0, for proposed grades 3-6 curriculum.) Curriculum scope and sequence will be adapted to the Marin County Education Model and to the Drier Career Development Scope and Sequence Model. The prescribed curriculum will be published after field testing for use by all involved in teaching Career Education.

The Role of Assessment in Career Guidance A Reappraisal

by Dale J. Prediger
The American College Testing Program

The use of tests in guidance has been under fire for a number of years. Recently, however, bigger guns have become involved, and their aim has gotten sharper. For example, Leo Goldman, author of a 1971 landmark volume on the use of tests in counseling, recently suggested that the marriage between tests and counseling has failed (Goldman, 1972). Various leaders in the field of career guidance, among them Norm Gysbers and Dave Pritchard, have pointed out the inadequacies of test 'em, tell 'em guidance and the trait and factor research on which it is presumably based. Guidance leaders, in general, have become impatient with the one-shot, two-step, problem-oriented approach to the use of tests in counseling and its underlying foundation of prediction/selection-oriented measurement concepts.

As a counselor educator who taught a testing practicum for several years, I became painfully aware of the inadequacies of current testing instruments, research, and practices. I heard the same criticisms you have heard —that test use is largely based on an outmoded square peg, square hole model of career guidance; that this model is static rather than developmental, that it is directive and limiting rather than facilitative, and that test validity data does not justify the use of this model (even if it were desirable). I heard these criticisms and agreed with them. Test 'em and tell 'em is not defensible. But, what are the implications? Does this mean we should not test? Certainly, that is the message many counselors are receiving.

As I pondered the problem, it appeared that, more and

more, tests are getting a bum rap—they are being used as scapegoats and excuses for questionable guidance practices. Recall that Frank Parsons formulated the square peg model of career guidance several years before ability tests and interest inventories existed. (Indeed, the square peg model is described in the writings of Plato.) Although this model has become almost synonymous with the guidance use of tests, counselors have readily substituted personal judgments of counselee characteristics into the square peg formula.

Are tests really the cause of poor career guidance practices, or have they merely been available? Did we get to our current state because, for many years, no one gave more than lip service to career guidance? Did counselors, operating in a professional vacuum, become too eager to use tests as a way to discharge their ill-defined career guidance responsibilities? Were they overawed by the success of testing in the personnel selection context which, incidently, is quite different from the guidance context? In short, did counselors embrace the square peg model because it was the only thing available?

I believe the answer to each of these questions is, essentially, "yes." If so, it is no wonder that counselors became disillusioned with testing as we began to better understand the career development and decision-making process. Advances in career development theory and the new emphasis being placed on career guidance are causing a revolution in career guidance practices. Certainly, a revolution is in order. But isn't blaming tests for the square peg model of career guidance akin to blaming skin color for racial discrimination? Should tests be banished forever to the Isle of Psychometrika? Or can the role of tests in career guidance be reformulated in terms of career development and decision-making concepts?

Fortunately, for my peace of mind, I had the opportunity to do some thinking about these questions in the process of writing a chapter for the recent NVGA decennial volume on career guidance. This presentation draws heavily from that paper.[1] My goal is to re-examine the role of testing in educational and vocational guidance in light of career development theory and career decision-making theory. By career guidance I mean, briefly, educational and vocational guidance. But since a career encompasses a person's life, so does the career guidance to which I refer. Later I will take a look at the role of career development measures in needs assessment and I will give a brief report on ACT's recent "Nationwide Study of Student Career Development" (Prediger, Roth and Noeth, 1973). However, my concern now is with the traditional areas of guidance assessment, i.e., abilities and interests. I hope to show that measures of these human attributes can play a vital role in developmental career guidance.

First, however, we need to take a look at a common misconception or feeling about the use of tests in counseling, a feeling that persists regardless of the use proposed. We are told that somehow tests, with their associated statistics, miss the whole point of counseling—the warm, human relationship between the counselor and the counselee. Test scores are cold and impersonal, and their use will make counseling cold and impersonal. To test is to treat the counselee as a number, to deny the importance of the counselee as a person, and to rule out any possibility of relating to him on a personal level.

Maybe so—it can be that way. But it all depends on the training, attitude, and humanity of the counselor. Test scores, by themselves, are no more cold and impersonal than a raised eyebrow. If properly derived, they communicate information—nothing more, nothing less. This information can be used in a cold, impersonal way or it can be used in a personal, helpful way. It is the counselor, however, who determines how it will be used—just as he determines how information about Johnny's home background, values, and goals will be used. Tests do not manipulate, pigeonhole, provide all the answers, or tell Johnny what to do. They do provide information—information a counselor can use in conjunction with other types of information in the career guidance process.

Foundations for Career Guidance Testing

Now, anyone who maintains that information is irrelevant to the career guidance process can take a nap at this point, because the rest of this presentation is based on the following postulate, namely: *Information on personal characteristics as they relate to various career choice options is a necessary but not sufficient condition for optimizing career development* (Clarke, Gelatt and Levine, 1965). That is, information is necessary for career development. But it is not sufficient by itself. The manner in which the information is used is crucial.

A second postulate bears on the use of test information in career guidance. I would like to suggest that the role of tests in career guidance is threefold: *first, to stimulate, broaden, and provide focus to career exploration; second, to stimulate exploration of self in relation to career; and third, to provide "what if" information with respect to various career choice options.* I firmly believe that the guidance role of tests can best be accomplished in the context of an experientially based, developmental career guidance program.

The Importance of Career Exploration

Certainly, there is nothing particularly original in all this. The term "exploration," for example," . . .has figured in the vocabularies of counselors and vocational psychologists since 1908 when Parson [sic] wrote the first book on occupational choice [Jordaan, 1963, p. 48]." However, the role of tests in facilitating career exploration and planning has received relatively little discussion in the guidance and testing literature. By and large, the use of tests in description, prediction, and problem solving has been emphasized. For this reason, I am focusing attention mainly on exploratory applications of testing.

Today we see a renewed interest in career exploration, both in career development theory and in guidance practice. An exploratory period, stage, or substage is central to the career development theories of Ginzberg, Ginsburg, Axelrad and Herma (1951); Super (1969); and Tiedeman and O'Hara (1963). Exploratory activities are central to developmental career guidance programs currently being implemented. Pritchard (1962) directs attention to the relationship between career exploration and self-exploration. Tennyson (1970) calls for "directed occupational experiences" as preparatory for decision making. Gysbers and Moore (1971) make progressively focused, "hands-on" exploratory activities the central theme of a K-12 developmental career guidance program. Career exploration has come of age as a concept and as a guidance function.

The current emphasis on career exploration is not surprising if one subscribes to Super's principle that "In choosing an occupation one is, in effect, choosing a means of implementing a self-concept [1957, p. 196]." An occupation, Super is saying, gives a person the chance to be the kind of person he wants to be. Thus, the importance of knowing oneself and the characteristics of occupations is readily apparent. More is involved here than the information, however. One's values, goals, and needs (both conscious and unconscious) are as relevant as are the psychosocial reinforcers of occupations. Hence, rational vocational choice alone may not lead to *personally* satisfying decisions. Experience, that master teacher, plays a major role in career choice as in everything else. Exploratory activities are designed to provide the experience (direct or vicarious) that leads to the reality testing, clarification, and implementation of the vocational self-concept.

The desirability and value of career exploration is widely recognized. The question is, "What can we do to facilitate career exploration?" Perhaps the answer is, "Provide every student with ample opportunities for intensive, first-hand exploration of every occupation in the world of work." However, *sampling* of first-hand and vicarious experiences is more likely to be practical. But which experience? After all, the world of work is large and complex. And what about a student's personal characteristics—his interests, abilities, working condition preferences, values, and goals? Are they irrelevant to the exploration, planning, and decision-making processes? They're not? Then what are some ways of knowing and understanding one's personal characteristics and their career relevance? Through one's experiences? The reactions of others? Tests? But what do tests have to offer? Aren't they rather far removed from hands-on experience?

Before taking a more detailed look at the potential contributions of tests to career exploration, it is useful to review some of the major concepts in career decision-making for the illumination they may provide on the role of tests in guidance.

Major Factors in Career Decision-Making

Decision making is an integral part of career development. As Katz pointed out, vocational development may be a continuous process, but " . . .the process is enacted through a sequence of choices [1966, p. 8]." Only recently, however, have the components of career decision-making become the subject of concerted inquiry. (For xample, see Clarke, Gelatt and Levine, 1965; Gelatt and Clarke, 1967; Herr, 1970; Katz, 1966; Thoresen and Mehrens, 1967.) Chief among these components are the outcomes associated with different choice options, the desirability or utility of these outcomes from the standpoint of the individual, and the probability of achieving the outcomes. Clarke, Gelatt and Levine (1965) point out that career decisions are made under a combination of risk and uncertainty and that, one way or another, they involve probabilities—estimates of what will happen if . . .In theory, the probabilities affecting a decision can be of two kinds: objective (e.g., based on statistical likelihoods) or subjective (e.g., based on personal forecasts). In the realm of career choice, however, the probabilities are alway subjective because it is the individual who decides (Gelatt and Clarke, 1967; Thoresen and Mehrens, 1967). Gelatt and Clarke cite evidence that

> . . . subjective probability estimates play a crucial role in the decision process. Furthermore, the role appears to be sufficiently pervasive to suggest that subjective probability estimates may be an intergral part of the educational-vocational decision process *even when the student lacks sufficient objective information upon which to base the estimates.* Thus, if a student is going to make such estimates and use them regardless, it would seem essential that through effective counseling the estimates be based as much as possible on fact rather than on wishful thinking, myth, or "hearsay." [pp. 338-339, italics added]

Gelatt and Clarke also cite studies indicating that individuals can incorporate objective data into their personal probability estimates with the result being an increase in realism. They suggest that "a primary function of an effective guidance program would be the gathering and organizing of a broad base of relevant factual data to be used by students in formulating realistic probability estimates [p. 340]."

Another concept useful in describing the decision-making process is that of disjointed incrementalism (Braybrooke and Lindblom, 1963). As interpreted by Gross (1967), this concept means that

> . . . decisions are always made on the basis of very limited knowledge, and typically involve a relatively small change from an existing state of affairs. Further, the choice process is a jagged operation consisting of a series of steps, reversible in many places, and marked often by an adjustment of ends to means . . . often persons do not *first* look at the ends that they seek to attain, and then go about looking for the means . . . [Instead, a person] *looks for* ends that can be attained by the means that he has [p. 423].

Finally, Ginzberg, Super and Tiedeman have each described a sequence of stages or tasks in the career decision process. While society more or less calls the time and sets the pace for these decision-making sequences, the process is not an orderly series of unrepeated and unrelated steps.

Implications for Career Guidance

What are the implications of these views of the career decision-making process? We have seen that decision-making is an integral part of career development and that information, whether in the form of facts or probabilities, is a necessary component of decisions. According to current formulations, career development involves an overlapping sequence of tasks and choices—each, in turn, involving a sequence of preparatory stages occuring over time. Exploration, whether active or passive, is an inescapable decision-making stage. Career exploration and self-exploration are part of the same process. Many career decisions, it appears, may be shaped and framed in small increments, and while society does provide one-way gates, the steps leading to these gates are typically small and leisurely. At the same time, individuals often travel along career paths largely determined by available means rather than desired ends. Their ability to choose from among the available paths may be seriously hindered by the lack of information enabling them to forecast what lies around the bend.

In summary, it would appear that at least six specific implications for career guidance can be drawn from this view of career decision-making.

1. Because of both the relative invisibility of occupa-

tions in our complex society and the natural tendency for means to determine ends in career planning, a major function of guidance is to widen the field of exploration during early stages of the career decision-making process.

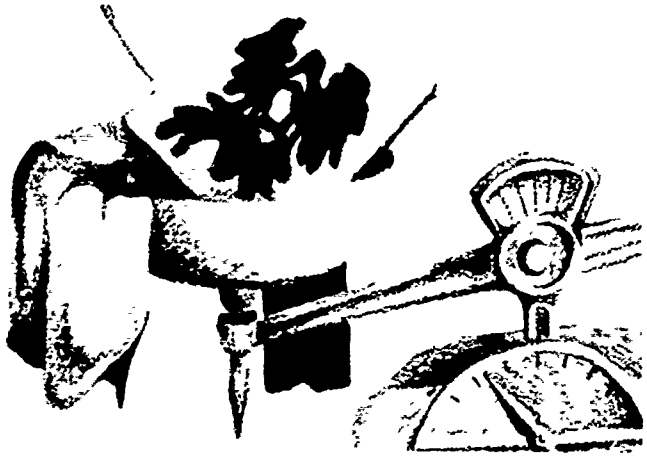
2. Career exploration is crucial to career decision-making because it can: provide the student with information about possible choice options, including probable outcomes of these choices; facilitate the experiencing of career options; and focus attention on self in relation to these options.

3. The sequential, incremental and time-extensive nature of decision-making suggests that there is ample opportunity in developmental guidance programs for the provision and clarification of the information needed in career decision-making.

4. Because of the sequential, incremental and time-extensive nature of decision-making, information available during the early stages of this process is subject to repeated reality testing and can undergo a self-corrective process by means of successive approximation.

5. Since an individual may be simultaneously involved in several decision-making problems and stages, his needs for information at a given point in time will vary both in type and content.

6. The need for information of the "What if" variety in career decision-making is incontestable. Information on the probable outcomes of different courses of action constitutes a necessary but not sufficient condition for making decisions wisely.



The Role of Testing in Career Guidance

What, then, do tests have to offer career guidance? The major contribution is information—information that facilitates self/career exploration and focuses on the "what ifs" of career decision-making.

Information for Career Exploration and Decision-Making

Information for career exploration does not foreclose the decision-making process by telling Johnny the occupation he ought to enter or the choice he ought to make. Rather, this information suggests careers and things about Johnny's self that he might want to explore. The information is not crucial by itself, but rather, in terms of the exploration it stimulates. Exploration, of course, takes time. Hence, testing for the purpose of stimulating exploration must be introduced early in the decision-making process, and the individual must be provided with encouragement and opportunities for exploration.

This is not to suggest that tests should or can be the sole means of stimulating career exploration. Instead, I am proposing that tests can best be used in the context of a developmental guidance program, a program that seeks to stimulate and facilitate student exploration through a wide range of articulated activities.

The second major contribution of tests to career guidance is that they provide information that bears on the "what ifs" of decision-making. Decision theory tells us that an essential component of every decision is consideration of the outcomes of various decisions. For certain categories of outcomes, chiefly performance in educational and job training programs, tests can provide some of the necessary "what if" types of information. Again, however, prior participation by the student in a developmental career guidance program is crucial. While counselors may subscribe to the belief that test scores should be seen in the context of all other available information, this may be psychologically impossible for a counselee who is provided with a test profile today and feels compelled (internally or externally) to make a choice tomorrow. Under these circumstances, test results will often loom large in the decision-making process, and a square-peg interpretation (on the part of the counselee, at least) may be unavoidable. However, in the context of a developmental career guidance program, the "what if" information tests provide becomes a part of a much larger whole. It is placed in proper perspective.

Focused Exploration

So far, I've directed attention to the broadening of exploratory uses of tests. However, there comes a stage in the decision-making process when it is necessary to narrow the range of choice options. Ginzberg, Super, and Tiedeman each speak of crystallizing preferences and specifying or implementing choices. Youth cannot go on forever keeping all possible gates open, for to do so would greatly impair their ability to pass through any but the largest of gateways. The career development tasks society sets for youth, sooner or later, force a commitment; a narrowing process eventually has to occur—usually during the late teens. A major task of guidance is to insure that this narrowing does not occur by default—to help youth survey the career world before choosing to take up residence in this or that region.

During the elementary school years, to continue the analogy, the survey is like a plane trip around the world. The major continents of employment become apparent, and the counselor helps the student identify different climates and features of the workscape. Career awareness is the primary goal. Once the student is past the age of puberty, however, the increased consciousness of self, the impending status of adulthood, and the move toward independence and self-direction combine to make more intensive, personalized experience in the world of work desirable. The student now needs to spend some time in different work locales to find out if they are merely nice places or if he would really like to live there.

Career exploration, at this stage, takes on a new dimension. Whereas during the prepuberty years it could be broad and general, a "once-over-lightly" partly based on transitory fantasies and interests, career exploration dur-

ing the postpuberty years requires focus and intensity. Exploration of the whole world of work must give way to exploration of the possibles and the probables.

The major task of career guidance at this stage appears to be broadening the scope of the possibles and probables while helping youth find their way among them. Perhaps the most appropriate term to describe this task is "*focused exploration.*" One of the major guidance roles of testing is to help provide focus to career exploration—not a focus that singles out the "right" occupation for Johnny or Sally, but a focus that points to the regions of the work world they may want to visit. We at The American College Testing Program (ACT) have tried to implement this exploratory role of tests by actually developing a "map" of the world of work. The map, which uses basic interest and work task dimensions (i.e., Data/Ideas and People/Things) for its poles, appears in a booklet called, *Exploring: You and Your Career* (ACT, 1973). In it, various exercises focus the student's attention on different "regions" of the map and the job families located in those regions. While our "World of Work Map for Job Families" is currently only a first effort, somewhat like the maps developed by the early explorers, we do feel that it helps provide perspective and focus to career exploration.

Implications for Testing Procedures

As I've noted, there is nothing new in the current emphasis on career exploration. Neither is it new to suggest that tests might be used to facilitate exploration. Interest inventories have been used for this purpose for a number of years. In the past, however, testing texts have concentrated attention on the use of tests in description and prediction and in resolving choice conflicts. The nature of assessment and reporting procedures appropriate to these purposes differs considerably from what is needed to facilitate career exploration.

Bandwidth of Testing Instruments

Some years ago, Cronbach and Gleser (1957) distinguished between what they called wideband and narrowband approaches to measurement. Narrowband instruments focus intensive assessment on a specific, limited area of concern with the objective being highly accurate measures of those personal characteristics most relevant to that concern. Usually, only a few measures are involved (e.g., a college placement test covering English, mathematics and natural science). Wideband instruments, on the other hand, assess a wide variety of personal characteristics—characteristics that are relevant to a number of concerns. Ideally, many different measures will be involved in one articulated testing program—for example: interests, abilities, competencies, job values, working condition preferences and education aspirations.

Cronbach and Gleser's delineation of the bandwidth dimension in measurement has implications for the types of measures that are used in career guidance. Wideband measurement seems especially appropriate to facilitating self and career exploration. Because of the wide variety of personal characteristics that can be covered, the student is presented with several perspectives from which he can view his "self" in relation to careers. New ways of abstracting experience and focusing it on career plans are added to the information he already has. Ideally, two basic types of information are added: information on personal characteristics (i.e., information presented in self terms); and information relating personal characteristics to career options (i.e., information about self presented in career terms). Among the major limitations of many tests currently used in guidance are their failure to integrate different kinds of information (e.g., interests and abilities are covered in separate, unarticulated tests) and their failure to provide information both in *self* and *career* terms.

Use of tests in the context of a developmental career guidance program makes wideband measures desirable from another standpoint. Since developmental guidance is for everyone, and since there are wide differences in the information needs of different individuals or of an individual simultaneously engaged in several decision-making cycles, only wideband measures can provide the variety of information that is needed.

Models for Data-Information Conversion

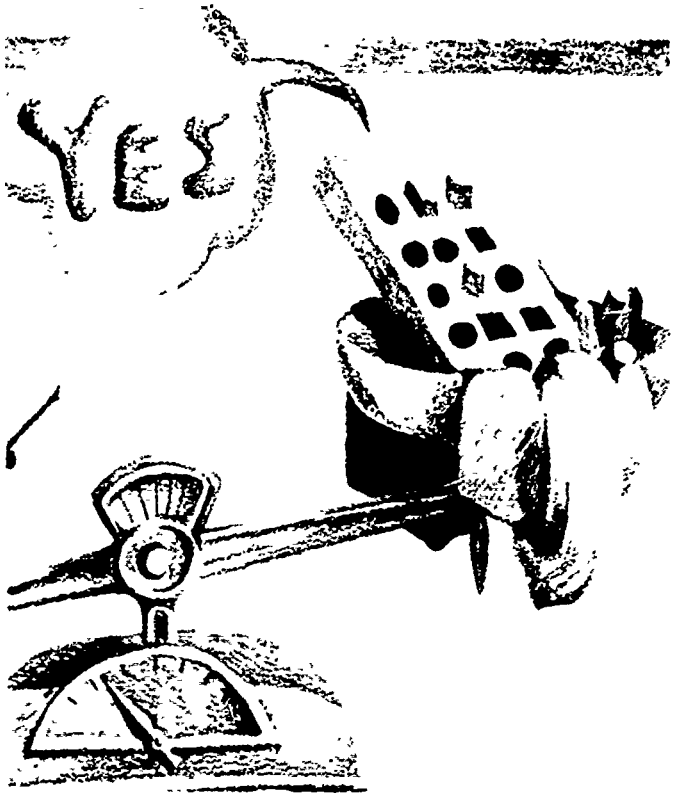
Another implication that follows from the previous discussion is the need to change our expectations of what tests should give us. Test data, after all, must undergo a series of transformations if it is to have an impact on career development. First, the *data* (scores, percentile ranks, stanines, etc.) must be transformed into *information* relevant to counseling and guidance. Next, this *information* must be transformed into *experience*; and finally, the *experience* must be transformed into *career plans and decisions*. Test publishers have the primary responsibility for data-information transformation, although this responsibility is shared with counselors. Counselors and test publishers together are responsible for helping students transform information into experience, although this responsibility is shared with the students themselves. Finally, students alone have the responsibility of transforming experience into career decisions, although counselors, parents, and other interested individuals can provide help.

The first of these transformations is the conversion of test data into guidance information. In career guidance this means information useful in the exploration and specification stages of decision-making. As Goldman (1971) pointed out, data-information conversion involves "bridging the gap" between the test score and its implications for the counselee. Test scores, by themselves, have no meaning. It is only after determination of their relationship to real-world events that they become more than digits on a page derived from marks on a page. This relationship, of course, is relevant to a central characteristic of all tests—validity. But validity data, alone, seldom provides the counselors with much help in transforming test scores into counseling information. A correlation coefficient of .53 between a test and grades in nursing says very little to the counselor about Mary's prospects in that field. What the counselor really needs for purposes of career guidance is a way to bridge the gap between the test score and its meaning, not its meaning in general, but rather, its meaning for Mary.

Too often, test publishers have settled for providing a score profile, some general validity data, and a few suggestions, and expect the counselor to muddle through. We called it "clinical interpretation," certainly an indispensable part of any use of tests in guidance; but perhaps

it was largely a "cop out," covering for our inability to provide counselors with the information they needed.

What, then, are some procedures for bridging the gap between the test score and its implications? Two major kinds of models have been implicit in this discussion thus far—a model suggesting choice options for exploration and a model indicating probable level of success should a particular option be pursued.



The most familiar model is undoubtedly the one used to provide predictions of performance or success, i.e., the correlation and regression model. Less well-known, although by no means new, is the discriminant-centour model (Tiedeman, Rulon, and Bryan, 1951). The function of this latter model is to provide an indication of a student's similarity to the characteristics of persons already pursuing various choice options. Degree of similarity can be expressed statistically via centour scores, which are two-digit numbers with some of the same properties as percentile ranks. However, there are several nonstatistical versions of the discriminant-centour model just as there are nonstatistical versions of the regression model.

The goal of the discriminant-centour model, as used in career guidance, is *not* to find a perfect match that leads to choice, to predict membership in some group, or to estimate degree of success in some endeavor, but to say, "Look, here are some occupations (vocational education programs, college majors, etc.) that attract people who are similar to you in several ways. You may want to check into them."

An additional application of the discriminant-centour model, one that is facilitated by means of two-dimensional "exploration maps" (Prediger, 1971), is to help the student project certain aspects of his "self" into a choice and to "try on" various options for size. This form of vicarious exploration is no substitute for real-world exploration, of course, but it does provide a unique opportunity for the student to survey his location in the world of work with respect to interests, abilities, and other measured characteristics.

Those interested in guidance applications of these models might consult the paper on which this presentation is based (Prediger, 1974).[2] Suffice it to say here that these two models for data-information transformation complement each other—the discriminant model provides information to stimulate exploration while the regression model provides success estimates to be used during the exploration process.

Test publishers have powerful procedures at their disposal for transforming test data into counseling information. We should encourage them to use these procedures.

Some Implications for Counselors

I have already discussed the role of the counselor in transforming information from tests into the student experience and career plans. I believe this is the counselor's most important role in testing. For unless information is experienced and integrated into the self-concept, it can have very little impact on career development. Experience, as used here, refers to both external experience as obtained in career exploration and internal experience as obtained in self-exploration. The former contributes to the latter because of the likelihood of experiencing new aspects of self during the active exploration of careers.

We at ACT believe that test publishers can and must do much more than they have in the past to help counselors help students transform test results into experience. As I've already noted, score profiles, percentile ranks and correlation coefficients are no longer enough. To provide no more and expect counselors to do the rest of the job is, I believe, one of the main reasons the usefulness of tests in career guidance is being questioned today. We hope that our publication, *Exploring: You and Your Career*, points the way to a more fruitful marriage between tests and career guidance.

The main vehicle for the counselor in meeting his (her) career guidance responsibilities, however, is a developmental career guidance program coupled with the periodic opportunity for counseling. The role of counseling in the context of career guidance is to help the student assimilate the information and experience he has attained, to assess its meaning for him, and to plan his next steps in the decision-making process.

Another major role of the counselor in testing, one with special relevance for the disadvantaged, is to help counselees find ways of transforming possibilities into probabilities. Traditional, prediction-oriented use of tests in guidance have emphasized the status quo—the probabilities given existing circumstances. On the other hand, exploratory uses of tests focus on possibilities—without ruling out alternatives because of current deficiencies in ability, education, or personal resources. The individual, with the help of exploratory experiences and in the context of his value system, determines his goals. When these goals center on the possible rather than on the probable, the counselor's challenge is to help make the possible a reality. This is a task that cannot be performed by assessment alone, although tests have been faulted for this reason. Tests can point out some of the possibilities and

probabilities and they can provide clues as to how to bring about change. But they cannot talk with the individual's parents; integrate health, socioeconomic and classroom performance data into an effective plan of action; help the student weigh the personal costs and directions of change; develop a new school program; obtain financial aid; or arrange for remedial help. The implementation of change requires counseling and guidance of the highest order.

A developmental career guiance program provides an effective context for facilitating change in the student —for intervening in the normal course of events. Strong guidance programs can also be effective in bringing about change in student environments. Both types of change, personal and environmental, can help transform the remotely possible into the highly probable for a given individual.

Summary

In summary, I would like to restate five points which I believe provide evidence for the vital role of testing in career guidance.

1. The potential contribution of tests to career guidance is based on the supposition that information about human attributes is a necessary, although not a sufficient, condition for optimizing career development.

2. Theory, research and common sense tell us that we have passed the era in which square-peg, square-hole uses of tests can be viewed as the epitome of vocational guidance. However, blaming tests for the square-peg approach to career guidance is somewhat like blaming skin color for racial discrimination. It is essential to differentiate between assessments of human attributes and square-peg uses of these assessments.

3. Both career development theory and career decision-making theory suggest that the role of tests in career guidance is threefold: first, to stimulate, broaden, and provide focus to career exploration; second, to stimulate exploration of self in relation to career; and third, to provide "what if" information with respect to various career choice options.

4. Test data must go through a chain of transformations if it is to be useful in career guidance. First, test data must be transformed into information relevant to counseling and guidance. Next, this information must be transformed into exploratory activities and self-evaluated experiences. And, finally, these experiences must be transformed into career plans and decisions. Responsibilities for these transformations (in order of presentation) rest primarily with test publishers, counselors, and counselees.

5. Because of the important and active roles of the counselor and counselee in these transformations, tests can best be used in the context of a developmental career guidance program.

For reference listing see the Bibliography section at the back of this issue.

[1]"The Role of Assessment in Career Guidance." In E.L. Herr (Ed.) *Vocational Guidance and Human Development* Boston, Houghton-Mifflin, 1974.
[2]*Op cit.*

A Cat with Nine Lives Is Nothing Compared to This

Career? Which career? The average person in the 1980's will have seven different careers. Specialists predict that the "lifetime commitment" picture will dissolve; that the future of work must be considered in terms of years, not lives. Lloyd Prentice, professor at Boston University's School of Public Communications, says work is "anything you can get somebody else to pay you for." But with computers taking over production and calculation, there is a trend toward service-related jobs and specialists. Underemployment and over-education loom on the horizon now, and promise to present even more problems for 1980. Diplomas seem to be destined only for shelves. Furthermore, nine out of ten people who get out of college have no idea of what they want to do.

US Department of Labor statistics estimate that in 1985, 20 percent of jobs will require four years of college, but about 25 percent of the work force will have this level of education. With a possible crisis in mind, the US government launched a massive "career education" effort in 1971. But what does this really mean? To school children, it means hearing about employment at an incredibly early age. And these "career-oriented curricula" continue through college. Advisors warn students to be future-oriented, flexible, determined. On the other hand, counselors maintain that it's not worth putting aside natural talents in order to fit into the work force.

Will professions expand to absorb the work force? In teaching alone, a surplus of 750,000 trained people is expected by 1980. Perhaps reduced class sizes and changing subject matter may relieve this situation, but socioeconomists are not optimistic about it. Bureau of Labor statstics show that already, 28 percent of today's college graduates make less than the median income of those with only high school diplomas.

The United States foreshadows the future for developing nations, so our own resolution of employment problems could be either a useful or negative example for the rest of the world. Humphrey Tyler, *Christian Science Monitor* correspondent, speculates, "to control and dissipate the social and political tensions this new industrial revolution is likely to provoke will take political and managerial skills that make the mind boggle."

OCCUPATIONAL CHOICES OF GIRLS

by Esther E. Matthews
Professor of Education
University of Oregon
and President, NVGA

How do girls make occupational choices? What factors influence their choices? How can counselors help girls understand themselves vocationally? These are only a few of the kinds of questions we need to keep asking ourselves as we try to help young girls understand themselves vocationally. Of course each girl is an individual in her own right, so some ideas or concepts may not apply to some girls. There is, however, some general practical applicability to many of the ideas to be discussed here.

Girls particularly need your help right now because they are involved in trying to understand a major shift in social attitudes toward women and work in the United States. Yet the girls now in high school were influenced in early life to shape their identity toward early marriage and family responsibilities with only minimal attention to occupational selection. Now they are being influenced to carry out dual life goals simultaneously—marriage and family and *satisfying* work, not just emergency employment.

Disscussion still centers, for some people, around what they think ought to be—every girl settled down early in life in a home with her children—leaving the business of facing the work world to the husband. That satisfying ideal, even in the past, was true only for some economic and social levels of the society. Since marriage and family life do not occupy women for the 75 years of their life expectancy, counselors, teachers and parents have a responsibility to do more than a "something-to-fall-back-on" variety of vocational guidance.

Long before high school counselors begin to help girls understand their vocational potentiality, many factors have been at work in the family, neighborhood and school. Each girl you talk with learned to see herself basically in one of two ways: 1) as a competent, curious, active, responsible human being, or 2) as a dependent, passive person to be guided by others (parents, husband, employer). These two basic colorations of life encouraged or ignored vital vocational predispositions in each little

girl's life. There are skills and aptitudes that need early encouragement or they simply do not develop to a high enough level to be vocationally visible, so they can hardly be useful as indicators for occupational field exploration. This means that no matter how many field trips or occupational units some girls are subjected to, their inner attention is absent. Their outer attention is highly satisfactory because many have learned well how to please people—especially those in authority. One easy way to check out the level of internal commitment to an occupation requiring time and energy is to ask for occupational aspirations and then have students sort their choices according to wishes and expectations. You may be surprised at how many girls have occupational wishes they never expect will become actualities. The more challenging the occupation, the greater the disparity between wishes and expectations.

When you work with small groups of girls in an unstructured way you will hear them discuss, at length, how they expect to be deflected from their wishes by society—particularly if they are culturally different from the majority. They will share in a small, trusting group their fear of ridicule and exclusion by their peers—both girls and boys—if they express strong occupational commitment. Mild job interest is another matter—that is expected in certain classes of society. The most overpowering fear still expressed by many girls, directly or indirectly, is the fear that developing a strong occupational commitment will reduce the possibility of marriage. This still seems to be prevalent, even though the mothers of these girls are eagerly returning to school and work in large proportions.

What are some of the dispositions that need understanding, acceptance and psychological nourishment in early life so that they will become firmly established patterns of existence, resisting eradication in adolescence? The dispositions I consider important could be summarized as early patterns of perceptions of the meaning of the intellect and the relationship between the child and other persons, the material world of objects, the physical world of nature and the realm of the spirit. A predominant emphasis or permission in any one of these areas influences the direction of a person's development. Ideally, a balance of all facets would be hoped for, but that is a rarity.

The occupational selections of girls and women in the helping professions are understandable within this context. It seems that women had a great variety of preferences for many kinds of occupations. In the past, these wishes were permitted legitimacy only in pioneer or war-time. Now the situation is changing due to the legal protection of the right of people to select and enter any occupation they are capable of. You may want to share with the girls and women that you work with some of the occupational breakthroughs made by women in the 1970's:

Bureau of Apprenticeship Training reports new first for women as apprentice painters, apprentice carpenters, etc. (Source: *Women Today*, 2:24, November 27, 1972).

Navy opens sea duty to women as ship's officers and crew from tending boilers to flying planes. (Source: *Women Today*, 2:18, September 14, 1972).

First woman rabbi ordained in the United States. (Source: *Women Today*, 2:12, June 26, 1972).

First woman installed as commander of a major Air Force unit. (Source: *Women Today*, 2:19, September 18, 1972).

First female FBI agents appointed. (Source: *Women Today*, 2:16, August 7, 1972).

Women construction workers to receive equal job opportunities from federal contractors. (Source: *Women Today*, 2:17, August 21, 1972).

Right now, if you find yourself inwardly groaning over the sad state of the world that could permit lady rabbis, women pilots, and female apprentice carpenters, stop yourself short and muse over your ingrained biases and how they could affect your vocational counseling. If, on the other hand, you accept any person's right to select an occupation, you will feel a sense of relief at the establishment of occupational justice for all. Legal justice is only the first step. Society's wholehearted support and approval still lie in the future. It is of great importance that you, as a counselor, convey to your students that the right to select an occupation is not a mandate to do so. The energy and power to succesfully build a dual family and career existence is not too evident in men or women. As the role of the father becomes far more involving we will see a new balance of career/family energies for both parents.

In the final portion of this paper I would like to share a few ideas and suggestions for counselors who are interested in becoming increasingly sensitive to the vocational counseling needs of girls.

First, study and share with others the basic background readings suggested at the end of this paper.

Second, encourage the faculty or employment staff to discuss Elizabeth Janeway's book, *Man's World, Woman's Place: A Study in Social Mythology*.

Third, make and keep the good resolution of really studying the journal of our association, *The Vocational Guidance Quarterly*.

Fourth, encourage your librarian to buy multiple subscriptions to the US Department of Labor journal, *Manpower*. (I wish they would retitle it *Humanpower!*) Place issues of special interest in appropriate departments in your school. For example, the March, 1973 issue of *Manpower*, on paramedical jobs, should go to the nurse's office, science classes and to the advisor for the health careers club. Students interested in health service occupations might be excited and motivated over learning that every year between now and 1980 we have openings for 20,000 medical assistants, 13,500 medical laboratory workers, 22,000 physicians and 69,000 registered nurses.

Fifth, have your counseling staff read and discuss the February, 1972 issue of *Manpower*. The theme of that issue is "A Critical Look at Career Guidance." Better still, meet for a discussion with administrators, career cluster teachers and students.

Sixth, set up a student vocational exploration advisory council. Have this group recruit vocational speakers students want to hear. Encourage them to set up sequential vocational role model panels for students to interview and interact with. Sixteen year old students find it hard to conceive of themselves as successful 50 year olds. A panel for students to interview might consist of a junior

student who works in a gas station and dreams of owning a business, a young adult in the first few years of ownership, and a mature adult who runs a flourishing business.

Seventh, expand your knowledge and insight regarding the effect of class and culture upon occupational choices of girls. Kuvlesky and Lever (1967) found that rural and urban Negro girls had similar occupational goals but that both groups expected to be deflected from these goals by society. What can you do about this injustice? Many black girls from early life on have powerful occupational motivation because they realize that occupational mobility is still a passport in this society.

Eighth, read Astin's (1968) research that shows that the size of the high school relates significantly to the type of occupational selection made. Girls from large high schools are more likely to select professions than girls from small high schools. Astin also found that twelfth grade girls recalling college counseling or "job" counseling in grade nine chose accordingly.

Ninth, encourage girls to organize small, developmental type groups for exploration of their life experiences and goals. Participate as a member of these groups and watch the leadership rotate; communication and interpersonal skills develop and flourish; and life-style understandings grow into actions.

And finally, influence yourself and others toward the acceptance of life-long learning and the power of the individual to reduce the cost of random choices, to plan ahead and to utilize each opportunity that life may offer.

Suggested Background Reading for Counselors of Girls and Women

1. Basic General Reference

Janeway, E. *Man's World, Woman's Place: A Study in Social Mythology*. New York: William Morrow and Co., Inc. 1971.

II. Comprehensive Newsletter

Women Today (Newsletter). Washington, D.C.: Today Publications and News Service, National Press Bldg. ($15.00 per year).

III. Counselors and Counseling Girls and Women

"Women and Counselors," special issue, *Personnel and Guidance Journal*, October, 1972, 51:2.

Matthews, E., et al. *Counseling Girls and Women Over the Life Span*. NVGA monograph. Washington, D.C.: American Personnel and Guidance Association, 1972.

IV. References Regarding Occupations

Occupational Outlook Handbook, 10th Edition, 1972, Washington, D.C.: Superintendent of Documents. *Careers for Women*, U.S. Women's Bureau. (Leaflets on new or unusual careers for women).

Evers, Dora (Ed.) *New Careers for Women 1970-1980*. Washington, D.C.: American Association of University Women, Educational Foundation, 1966.

Lyons, Harriet, "Found Women," *Ms* magazine, 1973, 1:7, pp. 45-67. (Brief sketches of women in many occupations from sculptor to professor of surgery.)

V. Bibliographies Regarding Girls and Women

Astin, H., Suniewick, N., and Dweck, S. *Women: A Bibliography on Their Education and Careers*. Washington, D.C.: Human Service Press, 1971.

Business and Professional Women's Foundation, *Career Counseling: New Perspectives for Women and Girls*. Washington, D.C.: B and P.W.F. 2012 Massachusetts Ave., N.W., 20036 (Price: 50 cents).

Westervelt, E. and Fixter, Deborah A. *Women's Higher and Continuing Education: An Annotated Bibliography with Selected References on Related Aspects of Women's Lives*. New York: College Entrance Examination Board, 1971. (Price: $1.50)

Are You an Information Generator?

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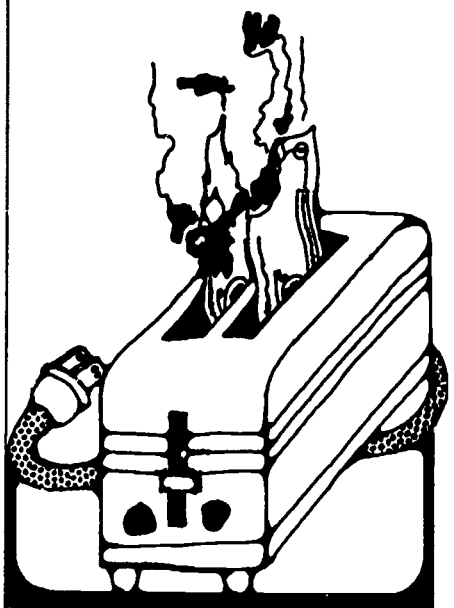
Flashes

British psychologist Paul Kline thinks that the use of personality tests for vocational or occupational selection could intrude upon personal liberty Kline attacks mainly the "objective" personality tests, which, he notes, are resistant to faking. Also, such tests are of unproven validity and are backed by little evidence that shows their effectiveness More important, Kline thinks, is the issue of deception With the older psychometric tests, even with the projective Rorschach, a job applicant could choose not to reveal himself But no such freedom exists with objective tests, says Kline, misused, they could become "another dangerous instrument of social manipulation." . .

. . . Consumption of "coffee, tea or milk" is a good predictor of ulcers, according to Ralph Paffenbarger of the University of California School of Public Health in Berkeley A study of 25,000 men who attended Harvard or the University of Pennsylvania from 1916 to 1950 revealed that: students who drank two or more cups of coffee a day were 72% more likely to get an ulcer than abstainers; cola drinkers were 48% more susceptible; milk drinkers developed ulcers at a 42% lower rate, but drinking more milk didn't increase this percentage; smokers increased their chances of ulcers 33%, with the risk greatest among those who smoked the most, students with five or more siblings had an ulcer rate 38% higher than those from smaller families .

A worldwide shortage of secretaries now exists The demand for Girls Friday is larger than the supply As a result, potential employers are offering free apartments, cars and other fringe benefits. This is particularly true in London where the average secretary stays no longer than 25 months on one job before moving on to the next As a matter of fact, the secretary shortage is so acute in London that one employer distributed 2,000 leaflets to prospective employees offering a four-week vacation and a six-hour workday and received two replies Maybe unemployed teachers and counselors should take up shorthand and typing .

. . . The Neighborhood Youth Corps' "In-School Program" is failing to keep low-income families in school. Several studies of groups of enrollees and controls over a three year period indicate that the program "has had no appreciable effect on enrollees' decisions to remain in or drop out of school." The primary benefit to youths in the program appeared to be the paid work experiences not otherwise available, although these jobs were routine and not likely to develop either skills or diversified work experiences for those involved .



. . . School board members in Franklin County, Florida voted to reduce their salary from $300 per month to $3 per meeting A citizens' committee had recommended school budget cuts, but left it to the board to decide where to make them

React!

If you have an alternative view, a comment, a criticism, or a compliment, let us hear from you. Your feedback on our articles and ideas, your direct experience and insights, can lend an added impact to what we present. To react, write: *Impact*, P.O. Box 635, Ann Arbor, MI 48107.

Comics Are Serious Stuff

Science returns to the comic strip Close to 900 newspaper and magazine articles have been written between 1970 and 1973 on the sociological, psychological, educational and structural aspects of this form. The nearly 900 new entries listed in the revised, updated 2nd edition of *International Bibliography of Comics Literature (Bibliographie der international Literatur uber Comics)* include a *New York Times Magazine* survey of underground cartoons in the late 1960's and a German study on the connection between reading readiness and comics reading in junior high school students Published by Verlag Dokumentation (Munich), this unique bibliography is now being distributed by the R R Bowker Company, a Xerox education company.

The 4,700 titles are listed under eight sections: the history of comics, structure, commercial aspects, readers' opinions, the question of their culture-altering and crime-producing effect on youth, educational usefulness, use in related forms of expression, and judicial and other limiting measures. Within each section articles appear according to the country of publication and provide following details author, titles of article, publication in which it appears, date of issue and page number

Special features include 17 full-page reproductions of foreign-language versions of such world-famous comic strips as *Li'l Abner*, *Batman* and *Peanuts*, an author index and a list of illustrations. The table of contents and foreword are written both in [illegible]h and German

Copies of *International Bibliography of Comics Literature*, 2nd edition, are available for $18 50 plus shipping and handling from the R R Bowker Order Department, P O Box 1807, Ann Arbor, Michigan 48106

Career Guidance And Special Populations

by Thelma Jones Vriend
Vice President for Student Services
Wayne County Community College
Detroit, Michigan

Society has always fashioned its educational institutions to suit its needs. During the 1960's social forces caused some changes in education, resulting in some question about what an educated person can and should know about society and self. In the United States today education is moving toward something other than an elitist, meritocractic privilege. More privileged students are attributing higher status to free education, self-determined and informally derived, while less privileged students are demanding access to college. The explosion of new knowledge and the obsolescence of old knowledge has created a more dynamic occupational structure. There is a need for broader based educational backgrounds, training, and re-training. We are faced with new societal perspectives and problems. An increasingly urbanized society demands solutions to the accelerated intensity of problems like poliution, transporation, health care, human relations, housing, and school quality. Among the educational problems produced by this era are the dilemmas of career guidance.

One of the current dilemmas of career guidance is the fact that students advance through education, but we have college graduates unable to find jobs. Furthermore, there are high unemployment rates among youth, women, and minorities. Students complete general education programs with no skills, and people labor unhappily and unproductively at low level jobs. Many workers need to upgrade their skills for job mobility and advancement.

There are increased pressures to recognize those Americans who are a part of the subcultures of rural and urban poverty, and to alter our previous actions that treated everyone as White, Anglo-Saxon, Middle-Class, Protestants. There is continuing concern for the career guidance of those we view as different or special; those who constitute a large percentage of the groups cited as part of the career guidance dilemma Who are these people, these "special populations" who refuse to fall into the predetermined slots of our current societal and educational network? They are different primarily because they do not possess the education, goods, services, and experiences that have traditionally been available to the major culture. (Moore, 1971)

Special Populations Defined

This paper will focus on the mature student from a working-class background and the minority student. We are particularly interested in the student who is seeking another chance, and who usually needs special assistance to negotiate the current opportunity structure. We find these students in high concentrations in our urban institutions from kindergarten through secondary school. They abound in large numbers in our community colleges, and have infiltrated even the more traditional col-

leges and universities. The author has chosen to focus on the mature student because that student presents all of the problems and concerns faced by career guidance experts and these problems and concerns are compounded over a longer period of time.

Special Population Described

The mature student population is highly diverse in ability, achievement, ethnic and political orientation, age, and academic and occupational interests. They come from rural areas, small sub-cultural enclaves, and the ghettos of big cities. They are using education as a vehicle to achieve social, academic, vocational, financial, and personal satisfaction.

This group includes the poor, senior citizens, veterans, the person who has been out of school for a long period of time, and the worker seeking career upgrading. Large numbers of women, Blacks, Browns, and Reds are in the group. In the 1960's higher education enrollments more than doubled from over three million to over six million full time students. Between 1964 and 1968 college enrollment of Black students increased by 85%. (Carnegie Commission Report, 1972).

Many mature students are from working class homes, and many are the first in their family to attempt post-secondary education. They are usually employed and have continuing family or home responsibilities. Consequently, they must arrange class schedules to fit work schedules. They have practical commitments to learning, seeking tangible and pragmatic learning experiences. In terms of academic and occupational interests, the mature student tends to be more career-oriented and task-oriented. They tend to value the vocational model of education.

Career Guidance Needs of Special Populations

The career guidance needs of special populations parallel those of all students. The major difference is one of degree: the student usually needs more assistance in identifying, exploring, and attaining career and educational goals and developmental tasks. They can be helped in three basic areas: assessment, counseling, and support.

Students need to know their strengths and needs in all areas: *who* am I at this point in time? Assessment is needed to determine where the student is in basic academic achievement, educational and career planning, financial need, physical health, and other human resources.

Students need to clarify and focus on goals: *what* do I want? *where* am I going? Counseling and advising assists the student to develop educational and career plans, explore personal concerns, examine learning styles, select foundation courses, and explore related experiences.

Students need assistance in accomplishing goals set and periodically re-evaluating goals: *How* does one get *where* one is headed or *what* one wants? Academic support provides (1) basic foundation courses that are organized to consider alternative learning and teaching styles; (2) expanded learning alternatives through extended experiences; (3) learning laboratories; (4) alternate credit systems; (5) and other non-traditional learning approaches. Human resources support can provide further exploration of psychological development and learning disabilities.

In providing this assistance to special populations, guidance specialists should be aware of some of the unique values and strengths that they possess as well as some of the special problems they face. Minority students no longer feel beyond redemption, and stress the importance of their own culture and values. They often demand that these values be reflected in the educational process. Minority students are direct, candid, and often cyncial; they take disappointment better than the average student. While they tend to be less academically sophisticated, they are more worldly and independent. (Moore, 1971). The life support needs of special populations tend to be peer-oriented rather than self-oriented, and learning is best facilitated in "primary" or supportive group settings. (Foss and Whipple, 1973). These strengths can be powerful, positive forces in the process of career guidance for student development.

Implications for Career Guidance Specialists

To effectively implement career guidance practices set forth by theorists and practitioners, career guidance specialists must first examine their basic philosophic and theoretical positions. A re-evaluation of basic beliefs about the nature of genkind is in order. A theory of helping people must include a theory of what is good for people-in-the-world, and a theory of what may constructively influence people-in-the world. (Geis, 1969) We must be ready to reaffirm our belief in the inherent worth and uniqueness of every individual, and our concern for the individual in the social setting.

Our actions are to be based on the fact that each individual acts to enhance his perceived self, and that each individual has the innate ability to learn and can be helped to make choices that lead to self direction consistent with social improvement. (Hill, 1965). Students, acting on the basis of their own attitudes and perceptions, need continuing guidance from competent specialists.

That difference does not constitute inferiority is a principle applicable to women, minorities, different age groups, veterans, and others. The developmental approach is valid for all only if we remove the age limitations from the stage expectations. Because development has not reached an expected level at a certain point in time does not mean that this development cannot occur. Studies are currently being conducted at Wayne County Community College relative to the stages of the socializing process and the effects of its systematic development on cognitive learning in adults.

Educational determinism ("What an individual *should* know") is often an impediment to career guidance. Specialists might well replace this attitude with an objective view of the student as being at a specific point, needing to progress to another point to attain his goal, and finding methods of assisting him to get there. A redefinition of a drop-out may question whether the set goal of the student has been reached rather than the completion of a predetermined time period.

Career guidance specialists are also human relations experts and human rights activists. They must be willing to battle the forces that deny opportunity and dignity to any group. In addition the professional can help students to effectively cope with these forces, and influence colleages to be active forces for change.

The tools and techniques of career guidance have been

extensively reported in the literature. Various programs and projects have utilized special combinations for specific target groups, and reports of longitudinal studies are available. Hanson and Borow discuss ten career guidance programs in *Career Guidance For A New Age.* (Borow, 1973)

A very effective career guidance program has been in operation in Detroit since 1965. It is an excellent model of a combination of theories and practices to produce a successful program for a special population in a large metropolitan school system. The writer was personally involved in its development and will present basic elements of the Developmental Career Guidance Project as models. The Developmental Career Guidance Project was conceived, developed, and geared to minority students

throughout the developmental range of kindergarten through 12th grade. Many similarities have been found in the needs of the parents of these students and mature students at Wayne County Community College.

The results of five years of demonstration and research in DCGP has emphasized the importance of the totality of the career guidance experience. Each school needs to develop a total program which integrates career guidance experiences with all learning experiences, including classroom activities for all school subjects. Activities need to be related to the world of work with business, industry, and the community intricately involved. Special populations need a series of broadening experiences that increase their knowledge of alternatives. Miller's tenets of career education closely parallel DCG activities over the years. (Miller, 1973) Career guidance should (1) be a fusion of all areas for all students; (2) involve all students regardless of post-secondary plans beginning with school entry into the adult years; (3) involve the entire school program and unite schools, communities and employers in a cooperative education venture; (4) provide the student with information and experiences representing the entire world of work; and (5) support the student from initial career awareness to career exploration, career direction-setting, career preparation, career placement, and finally career re-education if desired.

Effective guidance practices are also geared to assist the student in developing a healthy self-concept. Success experiences are provided that build a concomitant sense of control of self and environment. Significant others are important in the form of role models, community models, parents, and peers. Workbooks that promote decision making and value skills in elementary school children have been effective tools. Sally Spedding, formerly of DCGP, has developed such a workbook for Southfield Schools. Ira Bank's Career Word Games for elementary school children were developed in DCGP Schools and recently published by Chronicle Career Guidance. Arthur Carter developed a career game for elementary school students in a Project school. The same principles are currently being utilized to develop tapes of career success models in the community for community college students.

Career guidance activities for a specific school program can be based on several interrelated areas. Information is disseminated to students through films, filmstrips, other media, and assemblies, to name a few. Student perceptions of the world of work and community resources can be broadened through field trips, speakers, or events such as career weeks, career days, and career fairs. Orientation events can be planned to acquaint students with the next level of school work. Parents are important resource people who can often benefit from career information and experiences. Discussion groups, trips, special events and newsletters promote this aspect of a career guidance program. Community involvement through community groups and consultations is encouraged. Faculty workshops, newsletters, manuals, presentations, orientations and research facilitate their active participation on an ongoing basis in the career guidance process.

Summary

The process of career choice, once considered a one time event of youth, is now regarded as a continuing process of accommodating to changing circumstances. Young people face bewildering career choices. Persons in their 40's and 50's often face job changes for various reasons, and special populations of all ages need assistance with training programs, entrance into the labor market, and the development of human resources.

The people who live in super-industrial societies will need new skills in three crucial areas: learning, relating, and choosing. (Toffler, 1970) A powerful new dimension can be added to education by teaching students how to learn, unlearn, and relearn. The accelerated pace of life increases the difficulty of making and maintaining rewarding human ties. Choice-making is important in a world of complex decisions and unlimited choices.

The career guidance specialist is challenged to examine the needs, strengths, and values of his or her clientele. The professional is further asked to examine his own attitudes and values, and to become actively committed advocate for equal opportunnities for all students. Theories, practices, techniques, tools, and information can then be organized into a total school career guidance program utilizing all the necessary human resources and expertise available. The career guidance specialist must move from the seeking of excellence in a few to the development of potential of all students.

For reference list see the Bibliography section at the back of this issue.

DESIGNING CAREER GUIDANCE PROGRAMS FOR SECONDARY SCHOOLS

by Juliet V. Miller
Assistant Director of
Measurements and Guidance
Oakland County Schools
Pontiac, Michigan

Introduction

There has been increasing interest on the part of many guidance staffs in secondary schools in finding effective ways of developing career guidance programs. Because of the recent thrust in career education, there has been considerable activity in the area of career guidance. Therefore, guidance staffs are faced with the rather formidable task of sifting through the mass of available information to identify those guidance strategies which are most appropriate for their students. Several career guidance programs have been designed using the systems approach and illustrate its use in designing career guidance programs.

Systems Approach

The systems approach provides a comprehensive model which a guidance department staff can use on an on-going basis for program design, implementation, and review. The approach involves a number of steps which ultimately result in a career guidance program which is tailored for the students whom the program serves. Some programs that have successfully used the systems approach are the Comprehensive Career Guidance Program (Mesa, Arizona), the Systems Approach to the Development of Pupil Personnel Services Project (David Cook), and Operation Guidance (Ohio State University). Basically, use of the systems approach includes the following steps: (1) needs assessment; (2) development of goals and objectives; (3) identification and selection of guidance strategies; and (4) program evaluation.

Needs Assessment

It is literally impossible for any career guidance program to be all things to all people. If guidance resources and staff were unlimited, this might be a worthy goal; however, most of us live in a real world with many real constraints on the type of program which we can design. A needs assessment study is intended to help the guidance staff identify and prioritize the most relevant needs of students so that the career guidance program can be responsive to them.

The first step in needs assessment is to develop a number of statements that reflect possible students' needs. Some examples from the Comprehensive Career Guidance Project are:

I need to understand how I am progressing in each class and how I can improve my work.

I need to know what I can do now to prepare for work that I want to do in the future.

I need to get in touch with my feelings and understand how feelings affect my behavor.

I need to be a more sharing and trusting person.

Once a comprehensive list of such items has been developed, a number of groups can be surveyed. These might include students, teachers, counselors, administrators, and/or parents. These groups are asked to rate the importance of the stated needs and to indicate which should have highest priority. The results of the needs assessment provide the basis for developing the career guidance program because it helps identify relevant

needs, prioritizes those needs, and leads directly to the second step in the systems approach, developing goals and objectives.

Goals and Objectives

Once the needs assessment has been completed, guidance staff is ready to develop career guidance program goals and objectives. Goals and objectives are important because they define the career guidance program. The last two steps in the systems approach, selecting guidance strategies and program evaluation, are dependent on the program goals and objectives. Once the needs have been identified, they can be translated directly into goals. For example the need statement, "I need to get in touch with my feelings and understand how feelings affect my behavior," would translate into the goals, "Students will identify their feelings and will understand how feelings affect their behavior." A goals statement is a general statement about how students will change as a result of the program. Objectives are statements of the actual behaviors, knowledge, and/or attitudes which students will develop as a result of the program including the accepted level of performance on evaluation measures. The following example from the Comprehensive Career Guidance Program illustrates a goal statement with objectives:

Goal- To understand ways in which the availability and/or desirability of vocational opportunities are being influenced by trends resulting from social, economic, and technological factors.

Objective - Given examples of factors which are affecting job opportunities, to identify correctly in at least three of five cases whether they are social, economic, or technological factors.

Objectives - To list three ways in which current information on job trends can be obtained.

When developing goals and objectives for career guidance programs, it is helpful to use broad categories to group them Again, borrowing from the Comprehensive Career Guidance Program, the following are possible categories: vocational educational, personal-social, learning-to-learn (academic), social responsibility (citizenship), and leisure. Using such categories can help insure program comprehensiveness as well as help the guidance staff see the relationship between program goals and objectives.

Guidance Strategy Identification and Selection

Once goals and objectives have been developed on the basis of the needs assessment, the guidance staff is faced with the task of identifying appropriate strategies for the career guidance program. It is at this point that it is important to expand traditional thinking about guidance services. Traditionally, we have talked primarly about interventions which are done by counselors. Increasingly, however, there is support for the idea that guidance services should involve many others such as teachers, students, paraprofessionals and parents. Gysbers (1973) has suggested three broad categories of guidance program responsibilities. These include indirect functions where counselors input information and interact with others who then have direct contact with students, shared functions where counselors team with other potential staff, and direct functions which counselors provide directly to students. These categories may be helpful to remember as I explore the wide range of methods available for incorporation into a career guidance program.

For a three year period, as a staff member at the ERIC/CAPS Center, I was involved in a number of projects which focused on reviewing the total range of career guidance methods currently available. The results have been published in the new *Handbook of Career Guidance Methods* (Campbell, Walz, Miller and Kriger, 1973). Through our work the following method groups were identified:

Achievement Motivation Training
Assessment Techniques
Behavior Modification
Black or Ethnic Studies
Career Days
Creative Experiences
Decision Making Training
Economic and Consumer Education
Field Trips
Group Procedures
Individualized Education
Intergroup Education
Media
Mobile Services
Occupational Information Systems
Placement
Prevocational Programs
Role Playing
Simulation
Social Modeling
Value Clarification
Work Experience Programs

Many of the methods listed above are currently being used in the programs referred to in the bibliography. At this point, however, I should stress the basic premise of the systems approach: methods are selected because the promise to achieve the objectives which evolved from the needs assessment. Whether or not any particular method is approapriate for your program will depend on the objectives which you have developed.

Evaluation

The final step in the systems approach is evaluation. This is a difficult area which we in guidance have struggled with for some time. The systems approach recognizes four basic types of evaluation: context evaluation, input evaluation, process evaluation, and product evaluation. Context evaluation is really needs assessment, which was previously discussed. Input evaluation is evaluation of guidance methods which has also been discussed. Process evaluation provides for on-going monitoring of the career guidance program by gathering information regarding the efficiency of the program operation.

Product evaluation focuses on the extent to which the program successfully meets the stated objectives. It focuses on changes within the student that have resulted from the program. This type of evaluation is difficult and, therefore, has been lacking in many career guidance programs. However, using the systems approach when designing career guidance programs can facilitate product evaluation. In several guidance programs,

criterion-referenced measurement is being used for product evaluation. This procedure provides information about the level of performance of individual students on specified objectives. Thus, unlike standardized non-referenced tests which compare a student to other groups of students, criterion-referenced testing provides feedback on an individual student's mastery of specific program objectives. Use of this type of measurement provides on-going monitoring of the progress of each student in the program.

Summary

I have attempted to describe a number of new developments in career guidance using a systems approach framework. Designing a comprehensive career guidance program is a major effort which can easily fail if there is not some systematic approach to the task. The systems approach can provide the following benefits to would-be program developers:

Helps you identify needs that your students feel are important, thus insuring program relevancy.

Helps you set priorities, thus resulting in efficient use of limited guidance resources.

Helps you set appropriate goals and objectives that provide on-going direction for the program and a basis for evaluation.

Helps you deal with the vast array of guidance strategies available to you by specifying the types of outcomes that those strategies must facilitate.

.Helps you in continous management of your program by providing feedback about the perfomance of individual students on measures designed to test mastery of program objectives.

Career Center Implementation And Evaluation

by Thomas J. Jacobson
Director of Pupil Personnel Services
Grossmont Union High School District
La Mesa, California

Introduction

The career guidance center is a recent innovation in school counseling programs that has been documented by Jacobson (1971, 1972a, 1972b, 1972c,) and Jacobson and Journey (1973). Career guidance centers or "career centers," as they are usually called, are operational delivery systems developed to provide students in junior and senior high schools with a continuous exposure and orientation to career information, counseling, individual appraisal, placement, and awareness of existing training and educational programs during the important years that the student is in junior and senior high school.

The development of career centers was based on known vocational development theory research. Different vocational development theorists (Ginsberg, et. al., 1951, Super, 1957, and Miller and Form, 1951) have indicated that vocational or career development is a continuous process with specific periods and stages that occur over time, and that to assist students there must be complimentary services provided on a continuous basis to facilitate student career development.

The career center has been very popular with career counselors and school administrators because it is a concept and operating system that can be implemented quickly without a large increase in budget, existing staff, or facilities. The centers, too, have been very popular with

students as shown by a large daily traffic flow of students throughout an entire school year.

Several questions that have occurred to career counselors and directors of pupil personnel is the impact that these centers have on students within a school in the area of career guidance, career development, etc. What materials are most useful to students? Why do students visit the career centers? What services or assistance are students most interested in obtaining? What materials are most helpful or least helpful in working with students? Are students in different grade levels interested in different areas of career development, and do they visit the career center in search of different information and different services?

This pilot study is an initial attempt to examine the operation of one career center and to profile student responses to the center operation and materials used during the initial year and one half the center has been in operation.

Method

During the academic year 1971-72, a career center was established at Orange Glen High School in Escondido, California. At the time the center was established, the career counselor and the guidance coordinator at the Department of Education determined that it would be interesting and helpful to obtain some baseline data on the operation of a career center in its initial program during the 1972-73 school year. Some questions that occurred were: What students will use this career center? What ability levels will they represent? What are their future plans and their motivation for using the center? What type of activity will visits to the center and the materials in the center motivate in these students? What materials that are in the center will be most useful or least useful in working with students at different grade levels? Lastly, what effect will the addition of a career center to the existing school guidance and counseling program have on the total provision of services to students when compared with the existing program before the addition of the career center?

The career center was in operation for approximately six months at the time the original data was collected and recorded in 1972. One year after the original data was collected, the same questionnaire was again administered to a random sample of the same students in the Orange Glen High School. A random sample of 100 students from each grade level (9 through 12) was again selected and administered the Career Guidance Center Student Questionnaire. The questionnaire was administered to all the students present on a given day in general subject classes at each grade level. Each grade level sample included a slow class, and average class, and a fast class with an approximate student sample of 100 from all three classes. The data cards were then sorted to separate students who visited the career center from students who had not. The data presented concerns students who visited the center during the first sample in 1972 and the second sample in 1973. Four grade levels from 9th grade through 12th grade are compared.

Discussion

A review of Table #1 indicates that in the 9th grade the sample was more heavily weighted with females in 1972.

Table #1

Sex		9th Grade		10th Grade	
		1972	1973	1972	1973
Male	%	43	29	54	53
Female	%	57	71	46	48
Sex		**11th Grade**		**12th Grade**	
Male	%	74	68	40	43
Female	%	26	32	60	57

This trend increased in 1973 when three 9th grade females were visiting the center (which is a voluntary program) for every male who visited the center. At the 10th grade level, the percentage of males and females visiting is even. In the 11th grade, the pattern switched again to where two males had visited the center for every female in both the first and second sample. Among 12th grade visitors to the career center, there is a predominance of females, with six females visiting for every four males. A generalized statement would indicate that interest in visiting career centers is divided between males and females with slightly more interest by females. This tends to fluctuate by grade level.

Table #2

WHAT IS YOUR PRESENT COURSE OF STUDY?

		9th Grade		10th Grade	
		1972	1973	1972	1973
General	%	46	40	40	45
Vocational or Industrial Arts	%	11	13	11	21
Business	%	4	7	9	5
College Preparatory	%	39	40	40	29
		11th Grade		12th Grade	
General	%	21	42	40	26
Vocational or Industrial Arts	%	8	20	9	13
Business	%	16	9	11	13
College Preparatory	%	55	29	40	48

A general overview of Table #2 indicates that there is a shift across all four grade levels with some increase in students interested in vocational or industrial arts programs at each grade level, although when compared across grade levels, the percentages are not consistant. In the college preparatory group, there is no significant increase from year to year. The general curriculum shows a decrease at the 9th grade but an increase at 10th and 11th grades and then a decrease again in the 12th grade. There is a noticeable shift in students' identification of their curriculum program in school. This is understandable because many students in high school are unclear about the specific program they are enrolled in and also uncertain about their plans. Perhaps the most accurate indication of student expression of the program they enrolled in is at the 12th grade because it is at the end of the high school program. Data here shows an increase in vocational and industrial arts, business as a major, a decrease in the general program, and an increase in college preparatory.

Table #3

AT THE PRESENT TIME MY PLANS FOR THE FUTURE ARE:

		9th Grade		10th Grade		11th Grade		12th Grade	
		1972	1973	1972	1973	1972	1973	1972	1973
I am undecided about whether to go to work or continue in school.	%	18	19	13	13	11	17	6	13
To graduate from high school and go right to work.	%	7	19	17	26	13	22	23	17
To graduate from high school and become a housewife.	%	—	—	4	—	—	4	3	—
To graduate, then enter military service and to do school there.	%	14	13	9	15	11	7	—	—
Attend a private, technical, trade, business or beautician school.	%	14	6	11	3	3	4	6	8
To take some junior college or adult adult education courses.	%	4	6	6	5	3	4	9	4
To complete a junior college program (degree or certificate).	%	4	13	—	21	8	13	17	17
Go to a junior college and then transfer to a four-year college.	%	25	25	19	13	29	17	26	28
Go right to a four-year college or university.	%	14	—	21	5	24	11	11	13

Student plans for after graduation from high school seem mixed from responses of both sample groups and across grade levels. Expressed student plans do not appreciably change across grade levels or from sample to sample. Services of the career center are perceived as a total service to students with different occupational plans. No one group of students has seen the career center as specifically related to their particular occupational plans after high school, as noted by the diversity of visitors. A summary of student plans would indicate more realistic choices developing from the 9th grade to the 12th grade, with some shift from the 1972 to 1973 sample and a noticeable increase in the number of students who want to attend a private, technical, trade, business, or beautician school.

Table #4

HOW MUCH HAVE YOU THOUGHT ABOUT YOUR PLANS FOR AFTER HIGH SCHOOL?

		9th Grade		10th Grade	
		1972	1972	1972	1973
Very much	%	50	63	36	45
Somewhat	%	50	31	51	40
Seldom	%	—	6	13	13
Never	%	—	—	—	3
		11th Grade		12th Grade	
Very much	%	66	65	60	74
Somewhat	%	26	30	34	26
Seldom	%	3	4	6	—
Never	%	3	—	—	—

A majority of students at all grade levels in both samples indicates that they have given a lot of thought to their plans for after high school. There is an increase in the amount of student interest in career planning starting at the 9th grade where 63% of the students have given very much thought to this process. In the 12th grade there is even more of an increase in career planning where 74% have given very much thought to their plans. Career choice and planning is a developmental concern that is

Table #5

HOW MANY TIMES HAVE YOU VISITED THE CAREER GUIDANCE CENTER?

		9th Grade		10th Grade	
		1972	1973	1972	1973
None	%	8	—	—	3
One time	%	46	36	47	29
Two-three times	%	38	43	36	29
Four-five times	%	4	21	9	26
Six or more times	%	4	—	7	13
		11th Grade		12th Grade	
None	%	—	—	3	—
One time	%	9	26	20	16
Two-three times	%	57	37	43	24
Four-five times	%	11	19	13	24
Six or more times	%	23	19	20	32

expressed by students of both sexes in different grade levels. A comparison of the percentages obtained on the two samples indicates that student interest in this area has increased.

Most 9th grade students in both samples visited the career center from one to three times with only one student out of five visiting four or five times. In the 10th grade, most students visited the career center one to three times in the original sample, with a trend toward an increase in student visitations in the second sample. The trend toward more student visitation to the career center is continued in the 11th and 12th grade with one half of the students visiting the career center four or more times.

Table #6

HOW LONG WAS YOUR VISIT(S) TO THE CAREER GUIDANCE CENTER?

		9th Grade		10th Grade	
		1972	1973	1972	1973
5 minutes or less	%	15	29	4	24
6 to 10 minutes	%	33	14	7	32
11 to 15 minutes	%	30	7	24	16
16 to 20 minutes	%	4	7	27	14
30 minutes or more	%	15	43	38	14
		11th Grade		12th Grade	
5 minutes or less	%	14	11	21	26
6 to 10 minutes	%	32	14	29	28
11 to 15 minutes	%	14	25	15	18
16 to 20 minutes	%	16	9	15	14
30 minutes or more	%	24	41	21	14

In the original sample, student visits to the career center were longer. As the career center became established and students became more familiar with its services, they spent less time on individual visits, however, by going back to Table #5 we can see that student visitations were more frequent. One could expect a greater number of student visitations, but for shorter periods of time, as the career center becomes established and students become more familiar with its resources, materials and services.

The data also seems to indicate that a career center director would be wise to start building his center with job information files, books on occupations, and brochures on available training. Personal referrals such as interviews, fieldtrips, etc. should also be provided. The more expensive components for a career center including movies, filmstrips with tapes, VIEW materials, and testing can follow as demand and budget increase.

Different students have an interest in different types of presentation modes. Books, information files, and brochures on training available are perhaps the most common form of materials that students are accustomed to and hence the most popular. Perhaps it takes an even greater period of time than a year and a half to make students aware of and comfortable with the use of media and materials in the form of movies, aperture card microfilm readers, and tape playing equipment.

Table #7

WHY DID YOU VISIT THE CAREER GUIDANCE CENTER?

		9th Grade		10th Grade	
		1972	1973	1972	1973
For specific job information	%	38	33	22	39
For general job information	%	17	7	20	16
Because of work experience education	%	8	—	7	16
To do a research paper	%	8	—	2	5
For testing	%	—	7	22	3
Other	%	29	53	47	21
		11th Grade		12th Grade	
For specific job information	%	28	44	33	39
For general job information	%	42	16	37	27
Because of work experience education	%	11	21	30	20
To do a research paper	%	—	5	—	—
For testing	%	3	—	—	2
Other	%	17	14	—	12

Students at all grade levels had an interest in specific job information as a primary purpose for visiting the career center. Second only to specific job information was a desire to obtain general information. Work experience education had a minimal effect on 9th and 10th graders but increased in the 11th and 12th grade where students were old enough and in a position in their high school program where they could participate in this program. A majority of 9th grade students report "other" as a reason for visiting the center which probably indicates simple curiosity. Among 10th, 11th, and 12th graders, specific or general job information was the reason for visiting the career center.

Books on occupations and brouchures on training available seem to be the most preferred form of materials for use by students across both grade levels and separate samples. Personal referrals were also preferred at all grade levels by both samples.

In both groups and across grade levels students rated movies, which are among the most expensive materials in the Center, as the least helpful type of materals in the career center. Books on occupations and outlook information were rated as the least helpful more frequently by 9th and 10th graders than by 11th and 12th graders. Job information files were rated less helpful by 11th and 12th graders than by 9th and 10th graders. Brochures on training available were seen as least helpful across all grade levels by approximately sixteen percent of the students. Filmstrips with tapes were seen as least helpful by a

Table #8

WHAT TYPE OF MATERIALS AVAILABLE IN THE CAREER GUIDANCE CENTER WAS MOST HELPFUL TO YOU? (CHOOSE ONE ONLY)

		9th Grade		10th Grade		11th Grade		12th Grade	
		1972	1973	1972	1973	1972	1973	1972	1973
Books on occupations and Outlook Information	%	32	14	20	30	12	20	12	21
Job information files	%	8	21	16	22	15	12	24	13
Brochures on training available	%	44	14	23	22	24	39	9	31
Movies	%	8	7	9	3	9	7	—	2
Filmstrips with tapes	%	—	7	9	3	15	2	9	2
Tapes	%	4	7	—	—	—	—	—	2
VIEW materials	%	—	7	9	—	3	2	9	2
Testing	%	—	—	2	—	—	—	3	—
Personal referrals (interviews, fieldtrips, etc.)	%	4	21	11	22	21	17	33	27

greater number of 9th graders than any other grade level with a decrease among the 10th, 11th, and 12th grade students. Personal referrals were seen as least helpful at the 9th grade level and decreasing to the 12th grade level where only two percent saw the personal referrals as least helpful. Student evaluations of the helpfulness or nonhelpfulness of materials would argue for a multiplicity of different forms of materials to be used n career centers.

Friends and parents, rather than teachers and counselors, are those who students consult after visiting a career center. This information is not unique or new. Friends and parents are the two most "significant others" who students relate to in terms of discussing future plans, or for that matter any of their activities. It is interesting to note that at the 9th grade level, with the exception of "friends," "parents" received the greatest amount of interaction with students after they visit a career center.

Table #9

WHAT MATERIALS IN THE CAREER GUIDANCE CENTER WERE THE LEAST HELPFUL TO YOU? (CHOOSE ONLY ONE)

		9th Grade		10th Grade		11th Grade		12th Grade	
		1972	1973	1972	1973	1972	1973	1972	1973
Books on occupations and Outlook Information	%	12	23	24	22	6	13	4	12
Job Information files	%	20	8	5	5	9	13	7	12
Brochures on training available	%	16	8	5	11	18	15	18	16
Movies	%	32	8	15	35	30	25	39	37
Filmstrip with tapes	%	4	8	7	—	3	3	4	2
Tapes	%	—	—	7	8	3	13	7	7
VIEW materials	%	—	15	10	5	12	—	4	5
Testing	%	8	15	17	8	18	13	14	7
Personal referrals (interviews, fieldtrips)	%	8	15	10	5	—	8	4	2

Table #10

HAS EXPOSURE TO MATERIALS IN THE CAREER GUIDANCE CENTER MOTIVATED YOU TO DISCUSS YOUR PLANS FOR AFTER HIGH SCHOOL WITH ANY OF THE FOLLOWING PEOPLE? (CHOOSE ONLY ONE. SELECT THE PERSON YOU DISCUSSED YOUR PLANS WITH THE MOST.)

		9th Grade		10th Grade	
		1972	1973	1972	1973
Friends	%	23	50	20	30
Parents	%	31	43	40	43
Teachers	%	12	—	4	—
Counselor	%	—	—	7	5
Others	%	8	—	7	5
No Discussion	%	27	7	22	16
		11th Grade		12th Grade	
Friends	%	26	28	21	20
Parents	%	43	44	50	43
Teachers	%	—	2	—	—
Counselor	%	9	5	6	6
Others	%	3	7	—	6
No Discussion	%	20	14	24	25

The value of a career center as a catalyst that stimulates student interaction and interest in careers can be seen from the follow-through by students to discuss materials in the career center with both friends and parents. It can also be noted that very few students at the 9th, 10th, and 11th grade failed to discuss the information with anyone, but that one student out of four at the senior level did not discuss this information. Teachers and counselors were rarely contacted by students following a visit to the career center.

Table #11

HOW DO YOU FEEL ABOUT YOUR VISIT(S) TO THE CAREER GUIDANCE CENTER?

		9th Grade		10th Grade	
		1972	1973	1972	1973
Very good—extremely helpful	%	12	14	24	13
Good—helpful	%	42	36	27	45
O.K.—provided some information	%	27	50	38	32
Poor—of little help	%	4	—	7	3
Very poor—no help	%	15	—	4	8
		11th Grade		12th Grade	
Very good—extremely helpful	%	14	19	12	16
Good—helpful	%	42	37	36	25
O.K. provided some information	%	31	42	42	49
Poor—or little help	%	14	2	9	2
Very poor—no help	%	—	—	—	8

Students in both samples at all grade levels were overwhelmingly positive in evaluating their feelings about their visits to the career center. Very good, extremely helpful, good—helpful, or okay—provided some information, received a bulk of student responses. Negative responses of poor—of little help, or very poor—of no help, received minimum responses by both samples at all grade levels.

Table #12

HOW MUCH DO YOU THINK OTHER STUDENTS WOULD BENEFIT FROM THE USE OF THE MATERIALS IN THE CAREER GUIDANCE CENTER?

		9th Grade		10th Grade	
		1972	1973	1972	1973
A lot	%	42	43	57	35
Some	%	50	43	39	57
Very little	%	—	14	2	5
Not at all	%	8	—	2	—
		11th Grade		12th Grade	
A lot	%	51	49	39	33
Some	%	43	49	55	53
Very little	%	6	2	3	10
Not at all	%	—	—	—	4

Positive opinion was held by students of both samples at all grade levels concerning the benefit that other student would receive from the use of the materials in the career center. On the negative side, however, very little or not at all, received limited response from all grade levels with the exception of the 12th grade where fourteen percent indicated that there would be very little or no benefit to students who would use the materials. Generally, however, students have a positive feeling about the benefits that students received from career centers.

Table #13

		9th Grade		10th Grade	
		1972	1973	1972	1973
More services received	%	19	57	40	22
Same amount of services received	%	69	43	53	59
Less services received	%	12	—	4	19
		11th Grade		12th Grade	
More services received	%	60	41	68	31
Same amount of services received	%	34	51	26	51
Less services received	%	6	7	6	16

The addition of a career center to a pupil personnel program seems to have a positive effect on student opinions concerning their receipt of guidance services. Students at the 9th grade level were more positive in indicating that they had received more services with fifty-seven percent responding this way. These students recently entered the high school and were involved with a career center for the first time. 10th grade students that were 9th graders the preceding year were not so positive in their evaluation of the services received and tended to balance less services and more services received with the same

amount of services received. The 11th grade students are more indicated by the 12th grade sample.

Table #14

WOULD YOU RECOMMEND THAT OTHER STUDENTS IN YOUR SCHOOL VISIT THE CAREER GUIDANCE CENTER?

		9th Grade		10th Grade	
		1972	1973	1972	1973
Yes	%	69	86	87	84
No	%	23	7	13	11
		11th Grade		12th Grade	
Yes	%	97	83	97	82
No	%	3	12	3	18

Students are very positive of their evaluation of the career guidance center. Ninth grade students tend to be more positive than senior students, but the overwhelming percentage of positive evaluations of the center as a service a student would recommend to others holds true sample to sample and across grade levels.

Summary

A summary of the comments and information gathered from separate tables would seem to indicate that:

One. The career center is a delivery system that is popular with both males and females.

Two. The career center is a delivery system that is used by students in different high school programs with an almost equal distribution between pre-college and non-college-bound students.

Three. Students of differing levels of ability visit the career center with almost equal frequency.

Four. Students at all grade levels, nine through twelve, are very much concerned about their plans for after high school and express an interest in using services for the career center to provide them with information and skills to assist them in career planning.

Five. In general, students at all grade levels are beginning to utilize the career center more often with more visits, but the visits are of shorter duration.

Six. The primary student motivation for visiting the career center was to obtain specific or general job information.

Seven. Evaluation of materials by different students at different grade levels was varied with books on occupations, including outlook and information, job information files, and brochures on training available, and personal referrals such as interviews and fieldtrips considered the most helpful.

Eight. The least helpful materials, as rated by students, were movies, and this was true at the 10th, 11th, and 12th grade levels.

Nine. The more expensive components in career centers are movies, filmstrips with tapes, tapes, and other sophisticated materials but these were not rated as highly by students as might be expected.

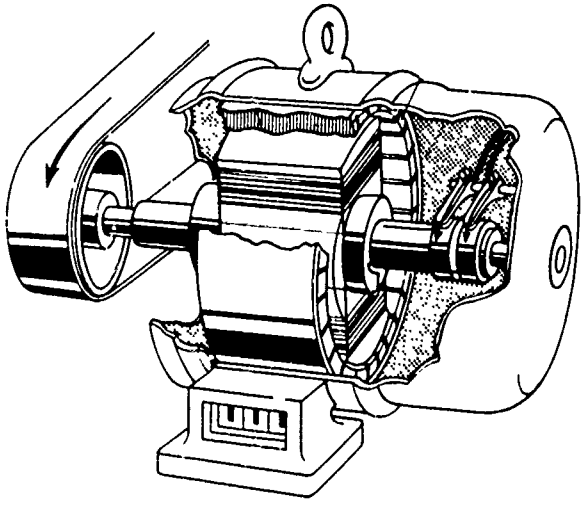
Ten. There is a wide range of opinions concerning the helpfulness of different materials by different students. For this reason, a well equipped career guidance center should contain a variety of materials in order to please different groups of students.

Eleven. As usual, friends and parents are the "significant others" who students consult after a visit to career centers. In this respect, career centers seem to act as a catalyst to stimulate student discussion of career planning with parents and friends.

Twelve. Students were very positive in their ratings of the services received in career center and were also very positive about relating and recommending these services to other students in their own school.

Note: *The results of this survey were obtained in only one high school. Mr. Lowell Callawa, the Career Counselor at Orange Glen High School has indicated that the time constraints in his high school program (for student career center use) and the effect that this might have on student visitation, use of materials and general perception of the career center should be completely considered before generalizing the results of this pilot study to other populations.*

For reference list see the Bibliography section at the back of this issue.



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Ford Foundation Issues Grant Data for Fiscal 1973

The Ford Foundation engaged in a number of funding activities during fiscal 1973 including a number of grants to education and research.

The Foundation supported several retraining programs for elementary and secondary school teachers and administrators in an effort to promote more effective leadership for more effective instruction. Grants were made for centers in Boston, New York and Washington where participants include teachers, school administrators, paraprofessionals, and parents.

A retraining program for principals in eastern Massachusetts received assistance through a grant to the Education Development Center. Also, the last in a six-year series of grants was made to a consortium of seven universities that are reformulating their graduate training for principals and other administrators.

The Foundation's six-year-old Leadership Development Program, which provides fellowships for educators and community workers in rural and small-town areas, received funds for an additional 60 fellows. The program has assisted 414 men and women from 31 states and Canada.

Support for alternative approaches to schooling was continued with grants to Harlem Preparatory School in New York, which gives high school dropouts another chance, and the Federation of Boston Community Schools—two community schools for low-income families. A grant also was made to evaluate the first three years of a new high school in New York City being run jointly by community residents and public education authorities.

Final support was given Project Opportunity, which assists poor Southern students, who otherwise might not finish high school, to go on to college.

Since 1972, an internal Foundation task force has been considering ways of producing better understanding of human learning processes and a more comprehensive educational theory. This year it recommended interdisciplinary research on various aspects of the learning process. Two such subjects receiving increasing Foundation attention are the study of adolescents and the different ways in which male and female students are treated in the learning process.

The Foundation supported efforts for improved administrative and financial management of public education in Boston, New York City and Florida and assisted both reform activities and efforts to provide information to experts, legislators, and citizens on equitable school financing alternatives.

In higher education, the Foundation continued support for a six-year, $50 million effort begun in 1972 to bolster the financial and educational strength of traditionally black private colleges. A companion program to help individual students and faculty members from selected minority groups in advanced education and scholarship received $6 million.

Several external-degree programs, in which a person is granted credit for what he or she learns regardless of where or how it is learned, received continued support. These include the 30 colleges and universities that comprise the University Without Walls, plus Britain's Open University.

The movement for equal rights and opportunities for women in higher education received Foundation support through faculty research, dissertation fellowships, and grants to women's studies centers.

The Foundation continued assistance to universities and colleges working to improve their financial management practices. For example, continued support was given the Common Fund for Non-Profit Organizations, which provides professional management for more than $200 million in endowment funds of 275 colleges, universities, and independent schools.

Finally, a new Office of Public Policy and Social Organizations was established to concentrate on research and training activities aimed at more effective public policies and programs dealing with societal issues. Its agenda includes studies of important legal, government, and social institutions.

For further information on Ford Foundation grants and activities in education and in other areas as well, contact Richard Magat, Office of Reports, 320 East 43rd Street, New York, NY 10017 or call (212) 573-4830 or (914) 664-7078.

New Vistas For Career Development: National, State, And Professional Developments

by Carl McDaniels
Director of Graduate Studies and Research
Virginia Polytechnic Institute
and State University
and Past President, NVGA

Over recent years the support provided for career education, hence for career development, has been minimal. Today the current interest in career development is the direct result of significant concerns throughout the nation for career education. However, career development is not a new concern. For over sixty years the National Vocational Guidance Association has been in support of career development through vocational guidance in annual meetings, in policy statements and in NVGA periodicals.

The point is that the thrust toward career education may result in the most extensive public support for career development in the sixty year history of the movement. As one studies the past half century or so it can be seen that there have been peaks and valleys of support. The most recent peak for vocational guidance was the strong veterans interest in the last 1940's and early 1950's.

The current public support for career development is derived from other areas as well. The new Comprehensive Employment and Training Act (CETA) may lead toward some important new vistas. Although it is too early to determine how significant this new legislation will be for career development, it could, in the short term, have more financial backing and impact than career education.

There are many indications that a wide range of the general population is also interested in career development. This is indicated by the data coming out of state studies (Virginia, 1973) and a major national survey (ACT, 1973). College students are calling for more assistance with their career plans, while adults are demanding mid-career and pre-retirement assistance. A growing number of older Americans are likewise clamoring for career help. Thus, support for the career development movement seems to be coming from many directions and from many different age groups.

Support for Career Education

At the national level the US Office of Education, through former commissioner Sidney Marland, has taken the lead in support of career education. Marland carried the message in a whirlwind series of speeches around the country in 1971 and 1972. He made one of his last major presentations on the subject at the APGA convention in San Diego in early 1973. Since Marland's departure, national leadership in this area has been provided by Kenneth Hoyt, former president of APGA, and now Associate Commissioner of Education for Career Education. An official position paper from the Office of Education is now in the discussion stage. Various national groups are studying this paper for possible support.

There has also been national support from a number of different sources.

Council of Chief State School Officers. In a 1971 resolution, the Council of Chief State School Officers stated its belief that "preparation for careers as well as good citizenship should be a basic policy of education," and pledged to "develop educational programs for all youth to help assure equal opportunity for preparation for careers." The resolution also supported "a continuing program of training, retraining, advancement and promotion . . . for out-of-school youth and adults." This council is currently carrying out a career education study for USOE.

Education Commission of the States. A major force report for the Education Commission of the States begins with the observation that "if the ideal of education commensurate with the interests, needs and abilities of American citizens is to be approximated, and if that education is to have relevance to the skills, awareness and concerns essential to a free, progressive and technically competent society in this last quarter of the 20th century, it is essential that priorities be realigned and that we return to the concept of education as career preparation, of vocation in the classical sense of what a person does with his life, his 'calling'."

The report goes on to say that "each state has a clear responsibility it cannot deny to develop a comprehensive plan of education, serving all its citizens — the professional, the college bound arts and science major, the adult, the business and teaching major, but equally the technical, vocational and career-oriented student in programs fitted to his special interests and needs."

"To this end," the ECS report says "it is obviously the obligation of each state to determine what precentage of the educational budget should be directed toward occupationally focused programs in a career education system and what should be allocated for all types of institutions serving the state's total career education needs."

White House Conference. At the 1971 White House Conference on Youth, the task force on economy and employment observed that the present educational system "has failed . . . in relation to preparing students to move into work." Remedial recommendations included

elimination of tracking systems and the general curriculum, expanded counseling with greater emphasis on career options and planning, more work-study and cooperative programs, year round operation of schools and free adult basic education.

1972 Democratic Convention. The Democratic Party national plank, under the subhead "Career Education," observed that "academic accomplishment is not the only way to financial success, job satisfaction or rewarding life in America." It called for equal funding priority for vocational-technical education as that "previously given academic education," strengthened career counseling programs, and "a lifetime system of continuing education to enhance career mobility, both vertically and laterally, so that the career choice made at 18 or 20 years of age does not have to be the only or the final choice."

Associations have also supported career education, though the voices here have been fewer and more reluctant.

National Association of State Directors of Vocational Education. The National Association of State Directors of Vocational Education adopted a position paper on career education in September 1971 which said, in part, that the organization believes "Career Education, constituting a central theme in the total universe of public education, should be assigned high priority throughout the nation — in every state — and in every public educational agency. It should become a major objective of public education, with its achievement measured by employability in occupations, both gainful and useful, that are a reasonable match of both the talents and the ambitions of every citizen."

For its part, NASDVE pledged "vigorous support of Career Education as an emerging, essential concept that will provide a viable system of learning experiences which will assist all youth to acquire useful information about the occupational structure of the economy, the alternatives of career choice, the obligations of involvement in the total work forces, the intelligent determination of personal capabilities and aspirations, the requisites for all occupations, and opportunities to prepare for gainful and useful employment."

American Vocational Association. The powerful American Vocational Association pledged support at its annual convention in December, 1971, in a resolution based on the recommendations of a 100-member task force. Among its recommendations were: "AVA should take the leadership role as a catalyst by sponsoring a national forum with broad representation . . . to develop guidelines, establish legislative goals and define the role of various programs in relationship to career education."

"AVA should take the leadership in identifying and promoting legislation which will authorize categorical funding for all segments of career education including vocational education." It also recommended that the association assume responsibility for communication about the concept.

NVGA and AVA have recently issued a joint position paper on career development that may well rank as the most significant of the various positions on the subject. It should have a major impact on new directions for people around the country.

More Emphasis to Career Education

National public support is best reflected in the Gallup Poll Report of Fall 1973. This poll shows overwhelming approval of the suggestion that schools give more emphasis to a study of trades, professions, and businesses to help students decide on their careers. Nine in 10 persons in all major groups sampled in this survey say they would like to have the schools give more emphasis to this part of the educational program. Most of those who vote for this greater emphasis say this program should start with junior and senior high school. However, many professional educators think it should start in the elementary grades.

State Activity

Support for career education on the state level has been mixed. Some states were already moving on programs in the mid-1960's. Maryland, New Jersey, and North Carolina provide examples of early activity that has blended into the national support given career education in the early 1970's. Other states, newer at the game, show great promise. A few are not doing much at all.

The question:

Should public schools give more emphasis to a study of trades, professions, and businesses to help students decide on their careers?

	National Totals N=1,627 %	No Children in School 928 %	Public School Parents 620 %	Private School Parents 124 %	Professional Educators 306 %
Yes, more emphasis	**90**	**90**	**90**	**89**	**90**
No	**7**	**7**	**7**	**9**	**9**
No opinion	**3**	**3**	**3**	**2**	**1**
	100	**100**	**100**	**100**	**100**

"The Gallup Polls of Attitudes Toward Education 1969-1973." Phi Delta Kappa, Inc Elam, Stanley Editor P 163.

The pattern of activity follows this general sequence:

STAGE ONE: State Board of Education Policy statement.

STAGE TWO: Policy Implementation (with limited funds).

STAGE THREE: Legislative authority for clear positive action.

STAGE FOUR: Appropriation of funding for career education.

Nearly all of the states are through Stage One, some are struggling with Stage Two, and a few are now operating on clear legislative authority. Only a relatively small group is out ahead on the cutting edge at Stage Four. Let me summarize some of the work being done in several of the stage four stages.

Arizona. Under the slogan "Career Education: The 3 R's Plus," this Southwestern state has been turning its educational system around since 1971. Not only in the urban centers of Phoenix and Tucson, but also in tiny communities like Salome and Apache Junction, educators and citizens are working together to implement the total career education approach as rapidly as possible.

Aided by a state legislature that wrote a career education law and appropriated nearly $10 million for K-12 development, and by one of the most complete information dissemination efforts on the subject, Arizona is fast approaching implementation of the concept throughout the entire state.

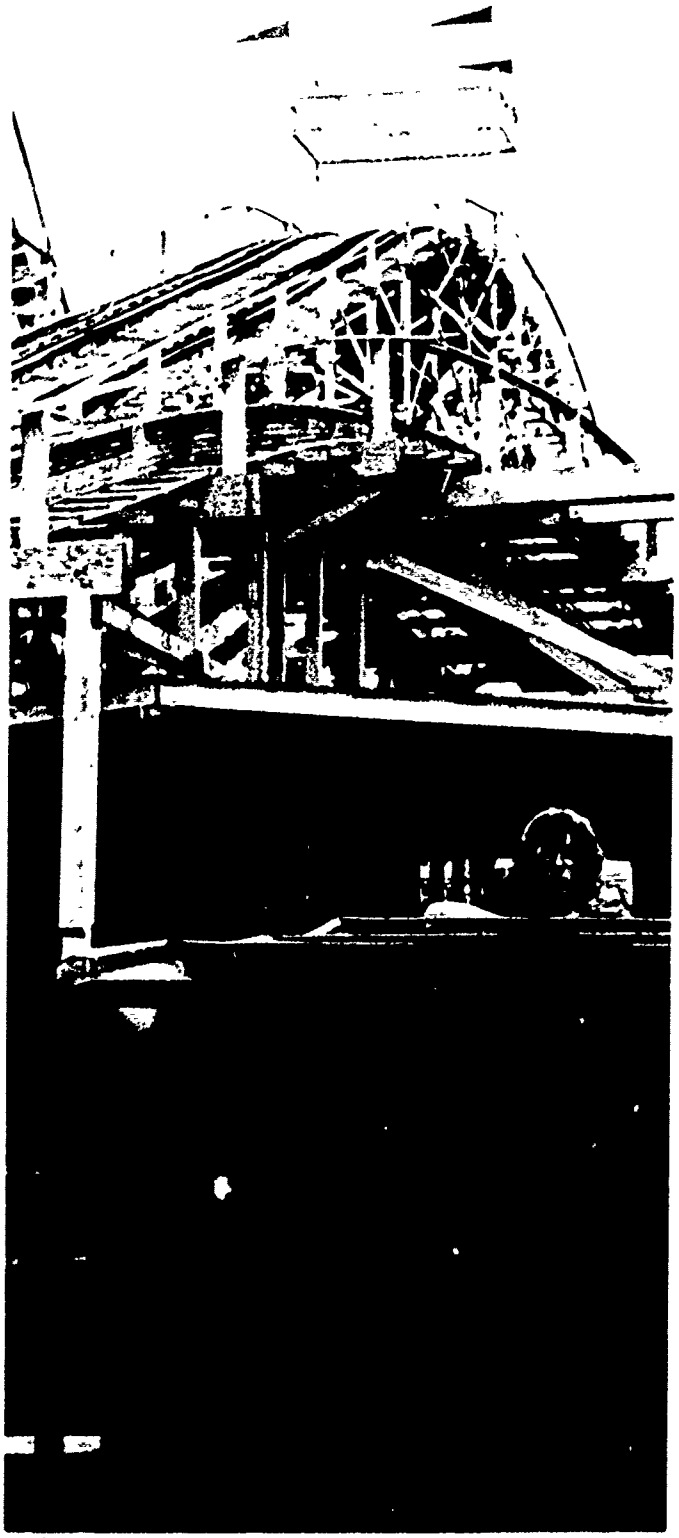
The 1971 Arizona law specifies financial aid for establishing career exploration and career preparation programs in grades 7-12; expansion of career testing, counseling and guidance programs; purchase of career education materials, equipment and media dissemination; teacher and counselor retraining; curriculum development via total "treatment units" consisting of instructional materials and teacher guides in all subject areas; expansion of supervised work experiences in grades 6-12; innovations in the total concept, especially in rural areas; and public information efforts directed at parents and other citizens. In addition, the Mesa district in suburban Phoenix was one of the six LEA's in the federal School-Based Model project.

With an initial $1.9 million appropriation in 1971, the Arizona Department of Education established pilot projects at 13 locations encompassing 139 local school districts. In fiscal 1973, with another $3.8 million in state funds, the number of pilot projects was expanded to 20 — covering each of the state's 14 counties. More than 5,000 teachers and administrators were actively involved. The state legislature appropriated nearly $4.6 million for fiscal 1974, which continued funding for 18 of the 20 projects, several with expanded goals and objectives.

The projects are using a K-12 career education matrix (i.e., "roadmap") containing 33 element themes and 271 goal statements, boiled down after input from 300 educators and nearly 500 lay citizens from across the state.

The seriousness and extent of Arizona's career education movement are indicated by the following items:

More than 2,500 counselors and administrators, and some 4,700 teachers, have received inservice training in career education. The state's colleges and universities have participated extensively in this effort.



A Career Education Clearinghouse prepares and distributes materials statewide. By mid-1973, the clearinghouse had compiled and distributed a massive career education bibliography to every school,

and had microfilmed and distributed more than 15,000 pages of Arizona-produced career education materials.

The state's labor laws have been amended, with specific reference to Career Education, to allow young people at the junior high level to engage in work experiences as a part of their educational program.

The state staff includes an apprenticeship coordinator who works with labor and management to integrate apprenticeship program efforts with the overall program.

Cooperative education programs expanded in number from 55 in 1968 to more than 300 in 1972, in both rural and urban settings.

The public information program has produced a spectacular array of brochures about Career Education (in Spanish and English) for various target groups — parents, working people, business and industry, educators; thousands of column inches of newspaper copy on the subject; and some television and radio materials of professional quality. Arizona State University's Bureau of Broadcasting produced a 20 part series of half hour programs on career education for telecasting on the state's educational TV stations, and the University of Arizona's Radio-TV Bureau developed 80 Career Education featurettes—40 each for radio and television — which have been widely disseminated through commercial radio and TV stations.

A Project PACE (Plan for Arizona's Career Education) task force has completed work on the matrix, making it "flexible, concise, locally owned and understandable." Work has also been completed on: (1) a comprehensive 10-year plan to include outcomes through 1980; (2) an instrument designed to categorize Arizona-developed materials for the clearinghouse effort; (3) development of "instructional training materials for community leaders throughout the state;" and (4) general coordination of the continued career education project efforts.

Maryland. The Maryland State Department of Education built its career education program on pilot activities that began in 1968. In 1971, the State Board of Education mandated that the state education department "develop a comprehensive plan to serve all youth and adults involving career orientation, exploration, preparation for job entry and/or further education, including intensive guidance and counseling services." A detailed five-year plan was drawn up for implementing the concept in all 24 local school districts by 1977.

Eight strategies are listed for reaching the goals of the "Career Education Five-Year Action Plan":

(1) a K-adult plan which identified and utilizes the resources of business-industry-labor community for career education programs will be implemented and evaluated in each of the 24 local educational agencies.

(2) Publicly supported teacher training institutions will make available to all its counselors and teachers-in-training at least one course of study in career education and development.

(3) Teachers in grades K-adult will acquire the skills and understanding necessary to effectively relate their content areas to a broad spectrum of career clusters.

(4) Programs enabling young people and other adults to participate in a sequential program of vocational and skill development will be inaugurated at all grade levels in every local district.

(5) Students will have access to career guidance programs appropriate to their needs.

(6) Each local school system will develop a plan that identifies sequential career development skills and those personnel who can provide them.

(7) The State Department of Education and local boards "will function to express the needs, goals and contributions of the family unit to the process of Career Education."

(8) All public schools will activate a "parent advisory committee" to relate the family unit to Career Education in the schools.

The State Department's managerial activities are spelled out in the plan, and time guidelines and cost factors for each are included. Strong emphasis is placed on staff development and dissemination of resources information (e.g., Career Education Resource Handbook); a quarterly newsletter to keep business-industry-labor-education communities informed about current developments; and a $50,000 audiovisual media presentation. This plan also calls for providing a career education coordinator in each of the 24 local districts and 16 community colleges, and support for a variety of pilot projects (a model in two senior high schools to operate 18 hours daily, six days a week, 12 months a year; regional career study centers with experimental programs in all career clusters, K through adult; teacher-industry exchange programs wherein workers enter the school setting and teachers enter an industrial work setting; training career education instructional aides; and instructional TV materials development).

Actual funding for the full resolution of these activities has not been achieved, according to Nancy M. Pinson, prevocational and career development specialist for the State Department of Education. She said some money was allocated through general education funds and combined with "appropriate" allocations from vocational-technical moneys. The funds were scheduled to be focused in 1973-74 on the regional career centers — an important part of the Maryland approach — and on the upgrading and retraining of counselors in the competencies needed to provide career guidance service to all students.

During 1973-74, the State Department Task Force on Career Education was continuing to explore alternative routes to full implementaton of the state plan.

The Maryland Career Development Project (K-adult), federally funded under the VEA Amendments of 1968, and underway since 1970, completed its formal funding in June, 1973. Its components were incorporated into the five-year plan or into the local units where they were located. The components include:

(1) Elementary School Awareness with a consultant assisting the faculties of eight Baltimore elementary

schools in the development of programs designed to improve career awareness.

(2) Junior High interdisciplinary Career Education team development, via the workshop approach, with each school team initially consisting of teachers from industrial arts and home economics and the counselor. In the second year teams were expanded to include the mathematics teacher and a fifth member elected by the school faculty. By year three, the school administrator and a backup team of office level personnel in curriculum, guidance and career education were added to the teams. (During the summer of 1973, inservice training was provided with state funds to 14 additional school districts.)

(3) Development of a computerized placement information system for high school students with access from the high school to a central data bank containing information about post-secondary programs and Baltimore area employment opportunities. (This model will be examined for its portability to all school systems.)

(4) A "work advocate" program for dropout-prone junior high students in which such students, aged 14-16, are provided three hours a day of cooperative work experience in school-neighborhood small businesses.

(5) Production of a TV series, aimed at fourth through eight graders, about career opportunities available in Maryland in a variety of cluster areas.

(6) Development and dissemination of a career development notebook for teachers at all levels containing information about the career education concept, models already in use at various places in Maryland, and available resources and techniques for implementing career education in schools.

Ohio. A long-time leader in vocational education, Ohio began to move in 1970 to provide a comprehensive approach via its Career Continuum Plan for kindergarten through adult education. Early that year, under a state law that provided $75 million in matching funds for construction and materials purchases, each local district was required to offer comprehensive vocational education programs to its students. Seventy per cent of Ohio's high school students already have access to 12 or more vocational education programs.

Components in the Ohio Career Continuum Plan are:

(1) A "Family Life Program" with special emphasis for the disadvantaged "to help improve the care and motivation of preschool children and assure a more positive impact of the home on the needs of school-age youth."

(2) A "Career Motivation Program" in grades K-6 to encourage all youth to respect all work and to want to participate in some part of the work of the world.

(3) A "Career Orientation Program" for all students in grades 7-8 to expand their understanding of the professional, technical, skilled and other occupations in the world of work.

(4) A "Career Exploration Program" for all youth in grades 9-10 or ages 14-15, to gain firsthand experiences with several career fields in order to better make a career choice.

(5) An "Occupational Work Adjustment Program" for drop-out-prone students, aged 14 to 15, which uses work as an adjustment process" to prove to such students "they are worth something and to encourage them to stay in school and make better choices of a vocational program at age 16."

(6) A "Career Preparation Program" for 16-year olds and up which includes options for a "comprehensive vocational education program" leading to employment, a "comprehensive preprofessional education program" leading to post-secondary education at the professional level, or "occupational work experience" for dropout-prone youth via cooperative education programs leading to employment.

(7) A "career training, retraining and upgrading program" for out-of-school youth and adults that provides continuous opportunities for skill training and upgrading throughout the work life of the individual.

Ohio is presently implementing the K-10 components as widely as possible. During fiscal year 1974 the state added $2.5 million to $796,000 in federal funds to assist 24 local districts, which includes rural, suburban and urban settings, and involves 246 schools and 4,900 teachers serving 148,374 students. The state's goal is the implementation of a program for career choice for all 2 million of its public school students by 1980.

Participating districts are eligible for supplemental funds at a rate up to $20 per student for the Career Motivation Program, $25 per student for Career Orientation, and $30 per student for Career Exploration. The supplemental funds may be used for, but are not limited to, expenditures for program coordination, salaries, inservice training programs and materials, transportation costs, program supplies and instructional equipment.

In addition, Ohio is experimenting with an experience-centered pre-post secondary program which provides for integration of related disciplines. This program is geared toward students who have identified professional goals in business administration, engineering, health, or social science. The block-time program is being conducted in four schools, three of which are joint vocational schools for 11th and 12th-grade students, and one in a major city high school.

Effort at the secondary and postsecondary level are also continuing with $46.5 million of Ohio's federal revenue sharing funds and an additional $20 million in state funds allocated for the 1974 school year for further construction of vocational education classrooms.

Louisiana. Louisiana outlined a massive redirection for education within the state with its adoption of "State Plan for Career Education," backed up by an $8 million special appropriation in 1973 to implement the plan. By August 1973, all of the state's 66 parish school superintendents had endorsed the plan and applied for their career education allocations.

The major effort in the first year of the program concentrated on the infusion of career concepts in all elementary

and secondary schools, according to Assistant Superintendent Thomas G. Clausen, program officer for career education. Other components of the state plan call for inservice and preservice training of teachers and administrators, increased vocational-technical education at the secondary and postsecondary levels, and emphasis on curriculum development and revision, communication skills, needs assessment, and human relations and interpersonal skills.

An 11-member steering committee appointed by State Superintendent Louis J. Michot selected 47 elementary and secondary teachers to develop 24 curriculum guides in academic and vocational subjects. The guides were introduced at inservice workshops during the summer and regular school term and were ready for distribution to all schools in October 1973. Final revision of the guides is scheduled for 1974, based on input throughout the school year from classroom teachers, professional organizations, curriculum specialists, and state and local administrators.

To help with implementation of the concept, the state's *Handbook for School Administrators*, which sets the curriculum requirements for high school graduation, was revised and offered as an option to parish superintendents. Forty-four of the public school systems chose to implement it immediately, although acceptance of the requirements was not mandatory during the 1973-74 school year.

Inservice training in career education concepts is a major effort extending from State Department of Education personnel to parish superintendents, an 80-member task force from eight planning districts, parish teams, and all teachers.

The 1973 budget contained an item of $50,000 for the inservice training of college and university faculties in recognition of the need for providing preservice orientation of career concepts to students in the state's teacher-training institutions. Another aspect of the state plan — the development of competency-based teacher education programs — is underway in six universities.

Louisiana also hopes to expand the occupational opportunities of its children with a communication skills program, which concentrates on language skills in both English and French. The short-range goal of this program is to pilot the concepts of the newly written curriculum guides in French in 11 target parishes, covering 66 schools.

More than half of the $8 million state appropriation for career education went to local school systems "to implement programs of greatest need." The money could be used to employ a counselor in an elementary school, to employ vocational education instructors, or to provide adequate facilities, materials and equipment. Each local system was required to establish a career education advisory council "representative of all segments of the population."

The state plan proposed activities in vocational-technical education at both the secondary and postsecondary levels. In addition, $1.9 million was spent on increasing the number of programs at vocational-technical institutions and at Delgado Junior College.

In a November 15, 1973, report to the State Legislature's Subcommittee on Career Fducation the State Department of Education pinpointed the rationale for this massive attack on the state's education problems: "For too many years, Louisiana has failed to coordinate her educational efforts — to provide the same high quality of instruction in all localities of the state; to show the correlation between what is learned in school and what is needed in the world of work; to provide our students with basic skills needed for effective functioning in the adult world. For the first time, this program has brought about a coordination of effort in education, an effort designed to make all of education more responsive to the needs of students."

The listing could be expanded to cover a few other states or to recite some of the exciting work going on in local school districts with or without state support. Needless to say there is a ground swell of activity around the country creating new vistas for career education-career development.

Future

The following questions can best help to measure the future:

Will the Congress pass enabling career education legislation?

Will the US Office of Education provide full support for Ken Hoyt in his new position?

Will the states now under way with programs in career education be able to keep their early momentum?

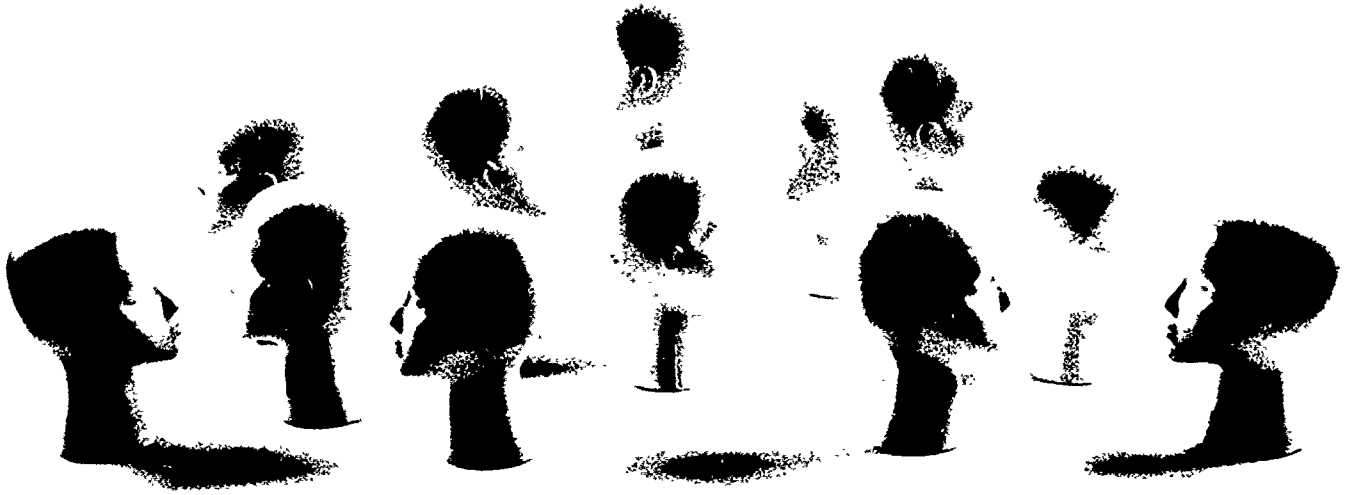
Will the next group of states get programs moving with or without federal support?

Selected References

California Advisory Council on Vocational Education and Technical Training *Career Education in California A Recommended Direction*. 1974 This is typical of the reports by the State Advisory Councils

Clary, J R "Statewide Efforts to Implement Career Education" in Magisos, J H (ED) *Career Education*, Third Yearbook of the AVA, Washington, D.C 1973 A valuable policy guide

Smoker, David, *Career Education Current Trends in School Policies and Programs* National School Public Relations Association, Arlington, Virginia 22209 (1801 N Moore Street) 1974 ($6 75) Much of the material in this paper comes from this source



communique

resources for practicing counselors

Nine Digits in Time

As a result of revisions in procedures for the issuance of social security numbers, counselors are urged to encourage students to apply for theirs as early as possible Social security numbers are used as identifying information Delays can be encountered after application that endanger student opportunities for job placement as well as for obtaining licenses Consult local Social Security Administration personnel to clarify procedures

vibrations

Ph.D. vs. IRS

When is income earned and when is it not? Only the IRS knows for sure For years the laws governing educational grants have been sufficiently ambiguous to cause problems for grant recipients as well as the government A recent IRS ruling has clarified the issue regarding the two-year doctoral grants, at least Since candidates spend most of their first year s time in teaching, the first year stipend amounts to a salary paid for services rendered and as such is taxable The second year grant is primarily of supportive nature rather than for services performed hence it is not taxable

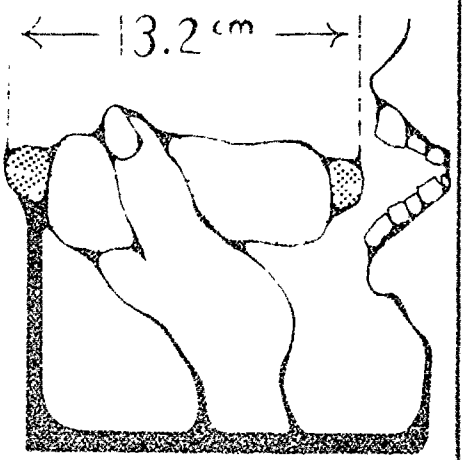
Now that that is perfectly clear

High Schools Go Human (Services, That Is)

In an effort to make ninth and tenth graders more aware of opportunities in the human and public services the Public Service Institute of Chicago s Loop College has developed a model curriculum which provides opportunities for student involvement in a variety of occupationally related tasks and experiences Vocational groupings are Municipal Services, Social Development Services and Personal Services Each grouping is broken down further into a total of 22 occupational clusters, such as Law Enforcement, Health, Consumer Protection, and Environmental Design The developers of the curriculum have intentionally provided a very broad scope, feeling that such a design offers students the widest possible occupational orientation They further feel that teachers can eventually narrow the focus into appropriate skill development courses For further informaton contact Dr Salvatore G Rotella, Dean, Public Service Institute, Loop College 64 E Lake Street Chicago, Illinois 60601

NEXUS, The Answerman

Do you want to start a new program without dupliating someone else s efforts? Do you need data on nontraditional approaches to post-secondary education — where it's happening, who s doing it, how it s working? Pick up the phone and call NEXUS (202-785-8480) an American Association for Higher Education project financed by a grant from the Fund for the Improvement of Post-secondary Education NEXUS operates like a switchboard clearinghouse, connecting those who have a need to know with those who know Referrals are provided within 48 hours where at all feasible

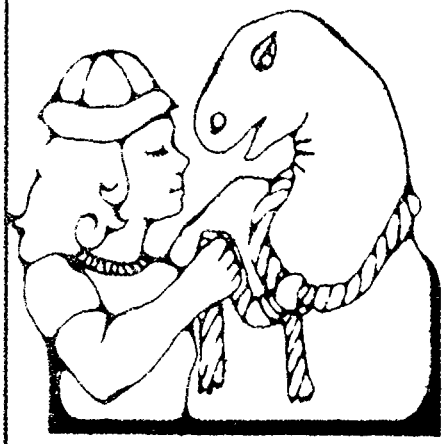


Goodbye Foot-long Hot Dog

Maryland s State Board of Education is already taking measures to introduce the metric system into its public schools Anticipating the eventual congressional passage of the metrication bill, programs will be set up in the fall instructing students in the metric system The change, however, will not be confined to the classroom learner since administrators will be required to plan bus routes in kilometers, order new metrically-calibrated tools and

equipment for vocational education courses and design new schools to metric specifications Teachers and foot pound oriented parents will also be offered instruction on metric conversion

The simple, straight-forward foot will soon constitute 13 2 centimeters worth of hot dog



They Love to Go A-Wandering

High school students at Barlow School in Amenia New York get out of school for seven weeks during the winter term for an experience known as the "winterim " Designed as a work experience, the winterim provides students with exposure to social conditions and processes which they can later relate to their classroom studies As examples of winterim opportunities, one sophomore interested in drama spent her time at a Providence, R I theater where she helped backstage, worked on ticket sales, and took part in acting classes at the theater Another student spent his winterim in his own neighborhood working as a Big Brother to local disadvantaged youngsters Winterim work is generally voluntary, but occasionally students are asked to return during the summer for pay Some students traveled across country to work on an archelogical dig at the La Brea Tarpits in Los Angeles!

For more information contact George Vosburgh Headmaster, Barlow School, Amenia, New York

Burglers, Beware!

Counselors Doris Miller and Ralph Kessons are recruiting a CI detective force This CI (Career Information) Force works out of the Clarksville, Indiana Middle School Their mission is interviewing work and business personnel who have any occasion to be in the school Ms Miller and Mr Kessons try to find out who might be coming into the school building and then alert the teachers who in turn invite the workers to come into their classrooms and talk with the students Such discussions give the students an opportunity to see the many facets of the world of work So if you are a plumber, a baker or a candlestick maker in Hoosierland, beware! The Middle School CI Force may "grill you on what you do Oh yes, tread lightly, for the CI Force knows when you come and go! For further information contact Ms Doris Miller or Mr Ralph Kessons, Clarksville Middle School, 101 Ettels Lane, Clarksville, Indiana 47130

Students Reconsider Employability

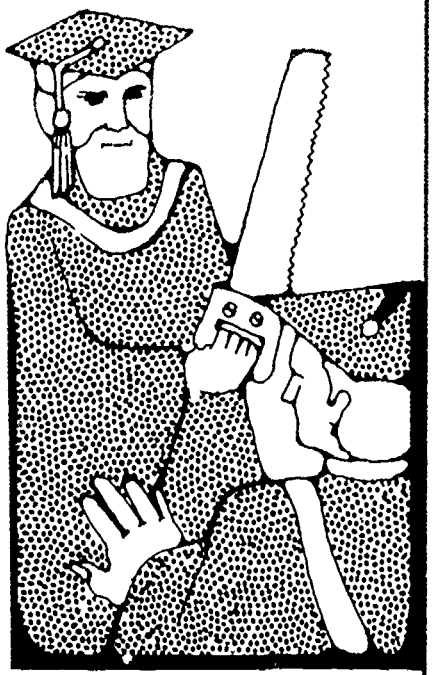
The tremors of career education are shaking the college ranks Courses of study in theoretical, abstract or esoteric fields are being abandoned for majors related directly to jobs Sample data on this shifting shows a tremendous increase in biochemistry and biology majors with a decrease in social studies majors of more than 33% Such decreases have affected changes in how the subject materials is being presented to students in the humanities Now "applied courses" are being taught in liberal arts colleges to convince students they can still find jobs with majors in the humanities The University of Texas, for example, now catalogs an English course as "Editorial Procedures " The course content includes proofreading, copy-editing and indexing

Whether such changes will gain support among academic humanists remains to be seen Many still believe their primary job is to transfer culture "There is," says W Ross Winterowd, Professor of English at the University of Southern California, "a tacit assumption by most teachers of English that within the scope of English department concerns, one can find delineated the ideal culture That is to say, the study of literature almost exclusively and certainly more than any other student activity brings the cultured man into being "

Alas, poor Yorick, a job by any other name might not pay as much!

And I Did It Myself !

"Look here, Teach! And I did it myself!" These are the triumphant boastings of Barbara Bennett's fifth graders at Aurora 7 Elementary School in Boulder, Colorado Actually, what Ms Bennett has done is bring Career Development to the classroom The students themselves select a focus of study, determine objectives and describe projects Using six major headings (Food, Clothing, Shelter, Power, Transportation and Communication), students choose the topic which most interests them and set up a plan to learn all they can about the subject—past and present Then they teach what they have learned to the rest of the class Such an undertaking demands a group effort, so Ms Bennetts first task in coordinating such a curriculum is to teach her students how to work in groups Games and other activities are used to strengthen group identity Other exercises help students to explore their feelings and to develop a realistic sense of who they are in relation to the world about them "It takes a lot of patience, admits Ms Bennett "First, a teacher needs to decide what kind of person he or she is Not all teachers, and probably not all students, could function well in an unstructured classroom " However, when one can pull off a project like Barbara Bennett's, the "I did it myself" slogan is equivalent to an "A" evaluation on how well a teacher is succeeding in the classroom



Academics for Parents Not Number One

Parents' number one priority for what is taught in school is not in the area of academic skills Instead, Paul Hill, a political scientist and chief researcher for a National Institute of Education study, found that parents—regardless of income or educational status—wanted their children to obtain some type of job skill prior to leaving high school Further studies are now underway to find out what, specifically, study respondents mean by job skills and to what job skills they refer This surprising emphasis on job skills has implications for researchers beyond the fact that NIE will stress job-relatedness of education in its next round of grants Authorities speculate that the question of what variable links school achievement and financial success will once more be of prime concern For further information on these studies, contact Paul Hill, 833 Brown Building, 1200 19th Street, N W, Washington, D C 20036

research findings

Oh, to find an honest college student! The moral fiber of American youth on campus is becoming extinct A study sought to compare the relative effects of moral persuasion vs threats of punishment as a deterrent to cheating. Two experimental sections and a control group were each given eight weekly quizzes, which were secretly graded but unmarked and returned to the students for self-grading Cheating was reflected by the difference between actual and self-reported grades The experimental groups, after the third quiz, were reminded about the honor system, after the seventh they were told there had been reports of cheating, papers would be spot-checked, and that a cheater had been caught and would be punished The mention of morality caused an increase in cheating among all groups! The threat of a spot check and punishment for caught culprits reduced cheating appreciably in the experimental groups, and insignificantly in the control Girls stopped cheating in far greater percentages than boys when there were threatened with disciplinary action

Human Behavior v5 n11 p37

A seller and a "sellee" can mutually benefit from their contact, a tutor and a tutee may not In efforts to find out whether or not tutors do actually make academic gains while tutoring in reading, a study matched, in terms of ability and achievement, 12 eight-graders who did not Requirements for participation were only the desire and time to help While tutors gained a median of 9 months in reading achievement during the program, controls gained a median of 11 months! Although this difference is not statistically significant, and this study does not support conclusions of previous studies in regard to tutor gains, the tutors were, at least, effective in their teaching role, highly significant gains were made by their tutees

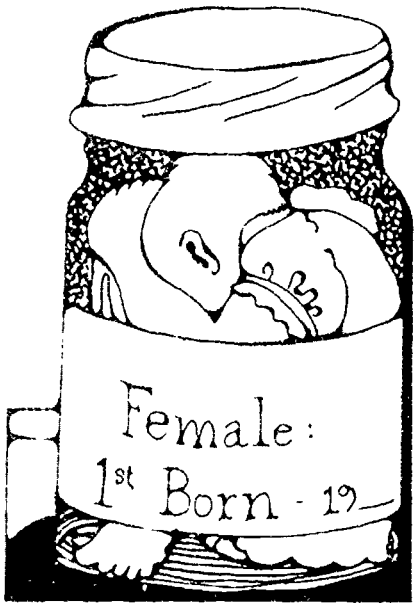
Perhaps not all gains can be readily measured, tutee academic gains may well be matched by tutor self concept gains No harm comes from trying

Psychology in the Schools v11 n1 p68 70

Feminists are not the only females who can go through life unswayed by men A recent study, limited to Catholic girls' schools, sought to determine if there were any relationships between career life style preference and subjects, perceptions of the feminine ideal held by men they considered significant It also asked whether a relationship existed between subjects' life style preferences and academic achievement While more than 50% of the 643 twelfth-graders indicated an adult rather than a peer as the significant male in their lives, there was no relationship between the preferred career or life style and perception of that male's ideal for feminine behavior

While this study would need to be replicated with public school females to determine the validity of these results, it may be comforting for today's young woman to know that her life decisions do not reflect what the man in her life thinks they ought to be–at least not while she's still in high school

Dissertation Abstracts International v34 n6 p3063 A 3064 1 Order #73 29 959



If you are one of two or three siblings, arrange to be either a firstborn boy or a girl Research which investigated perceptions of parental authority and love and personal adjustment levels showed that first-born boys held a higher perception of parental authority, and rated higher on self-reported adjustment than second or third born boys Ordinal position had no effect on girls for any of the tested factors, or on boys for perception of parental love

Dissertation Abstracts International v34 n6 p3132-A Order #73-29 944

If you want a positive response to a challenging situation, present it in as positive a way as possible To ascertain the most effective way of communicating positively with parents of first-year college students about their expectations of the college experience, three treatment approaches were tested (1) positive, concentrating solely on pleasant aspects of college life, (2) problem, concerned with potential conflict areas, and (3) balanced, providing objective views of campus life The effectiveness of the treatment was judged by the degree to which parental expectation and attitudes differed among treatments The positive and the balanced treatments were, as might be anticipated, more effective than the problem, but no consistent differences were evident between them

Reverse psychology may work in some instances but this is not one of them

Dissertation Abstracts International v34 n5 p2406 A Order #73 25 503

Even in the matter of racial differences, it's what's inside that counts In a study of attitudes toward Mexican-Americans, white ninth graders were twice tested with a questionnaire composed of a value scale, an information section, a friendliness scale, and a similarity scale The young people responded primarily in terms of value and beliefs, and secondarily in terms of race, suggesting that children at least take time to look beyond the surface (Similar studies with similar results have been done with other minority groups)

If children show dislike for others who are racially different, it is probably due to differences far more basic than skin color Perhaps parents can learn something from their kids!

ED 082 076

For some youngsters, coming to school is difficult but coming on time is virtually unheard of When evidence indicated that both absenteeism and tardiness were more severe in inner city schools, two experiments were launched to seek out an effective way to encourage chronically tardy pupils to improve their attendance patterns Two groups of 12 chronically tardy youngsters each were selected for the study In Experiment I, a baseline period established the pattern of tardiness A modification phase enabled students to earn free time for coming to school promptly, such time increasing with each day of promptness, culminating in 20 minutes of free time for a perfect week Reward consisted in spending the earned free time in the school store A final phase, generalization, removed the reward aspect Results showed tardiness significantly reduced during modification, but not during generalization Experiment II was similar except that the students were divided into three subgroups, and teachers were encouraged to praise those subjects whose attendance improved Experiment II subjects retained improved records into the generalization phase suggesting the effect of continued positive reinforcement

Children, as well as adults, realize that time is a valuable asset–a reward they can spend as enjoyably as money

Dissertation Abstracts International, v34 n4 p1612 A Order #73 22 566

Pardon me Counselor, your campus gap is showing! In a study done at Purdue, 673 students were queried concerning their preferences in counseling settings and in selection of peer vs professional helper for various types of problems The students were sorted by sex, age, marital status, college major local residence, value orientation, and paternal educational and economic level Problem areas were drugs, educational, emotional family, moral, social and vocational Results of the study indicate that although students generally agree that peer counseling should be encouraged by the university they are undecided about their preference for a student-operated crisis center or a conventional counseling service Students do prefer peers to professionals for help in social areas of concern, but not in vocational or educational areas where professional expertise is advantageous As might be supposed, students prefer counselors of similar age and background, and where help of a moral nature is needed, similar religious beliefs Minority students consider similarity of counselor race somewhat important, but students in general do not While students are open to various counselor settings, they show decided preferences for individual counseling rather than group or campus-wide approaches

Journal of College Student Personnel v15 n1 p53-57

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Exemplars

Supersonic Predictions: A Career Guidance Resource "Rerun"

To refresh your memory and review some interesting and worthwhile resources you may want to look back at *Impact* Vol 2 No 2 "Career Guidance Supersonic Predictions and Earthly Realities of the Seventies This 1973 issue provides coverage of many career guidance concerns in articles dealing with the impact of shifting priorities in education and manpower requirements on the career guidance field the sixth report of the National Advisory Council on Vocational Education criticizing the inadequacies of guidance and a 1972 Purdue Opinion Poll of high school students concerning their future plans Back issues of this valuable career guidance resource are available at $1 00 each from ERIC CAPS *Impact* 2108 School of Education The University of Michigan Ann Arbor MI 48104

A Countrywide, Comprehensive Guidance Program

Impact would like to thank the editors of the *Title III Quarterly* for enabling us to reprint, in full, the following article on the delivery of counseling and guidance services We also want to extend our thanks to the author of this informative and interesting article, Dr Annabelle E Ferguson, who is the director of *An Innovative Approach to Decentralizing and Individualing Pupil Services* for the Prince George's County, Maryland schools

Background

The Prince George s County, Maryland, public school system is the tenth largest in the nation The county, which is suburban to Washington, D C , has grown more rapidly than any other section of that metropolitan region in the past ten years, and the school system now serves 162,000 youngsters The population is racially mixed, and the county has experienced major school desegregation problems

Faced with the challenge of providing guidance and counseling services to this school population, the Department of Pupil Services conceived, early in the 1970's, an innovative approach to overcoming the problem of size of the system and extending pupil services, including guidance and counseling, to all children, from kindergarten to high school Under a Title III grant in 1971, a multi-faceted program was created, based upon a "cluster concept," which broke the school system down into 17 clusters of schools, each composed of a community of feeder schools on a K-12 basis

The Cluster Schools Concept

The cluster concept seeks to deal with the rapid expansion and diversity of the county's population by placing on the teams assigned to work with each cluster of schools the responsibility for identifying and meeting pupil services needs at the grassroots level Because of its emphasis on the clustering of schools by communities, the plan also provides the basis and impetus for the continued expansion and further development of programs in cooperation with community agencies and resource people in addition to pupil services personnel

Certain of the community clusters of schools, because of racial tensions, economic situations, or cultural variations, are potentially more demanding of pupil services than others The cluster plan provides in two ways for utilizing personnel to meet these needs First, personnel are assigned in rations, as well as in terms of experience and expertise, in accordance

with the cluster's potential for problem. Second, teams of personnel can be deployed readily within the cluster or between cluster to meet an emergency situation and still provide basic coverage to all schools. In similar ways, cluster teams can be deployed and redeployed to meet varying school and community needs as they occur throughout the school year. Such situations need not be of a crisis nature but might be the result of a concentrated effort to accomplish some specific objective.

The cluster concept for organizing pupil services is consistent with the county's plans for the decentralization of the total school system, and in fact, the cluster concept for pupil services implemented experimentally in 1970-71, provided a forward thrust for the county's decentralization efforts in administration and instruction. Special education personnel and reading specialists are assigned by clusters, regular meetings of school principals have been scheduled in terms of the cluster plan, and instructional generalist supervisors have cluster assignments.

The county is divided into three regions, each of which has from four to six clusters of schools. The clusters range in size from 12 to 22 schools, with each consisting of a senior high school and its feeder junior high and elementary schools. The pupil services team assigned to any one custer may range in total number from 15 to 35 persons and is made up of counselors, pupil personnel workers, one or more psychologists, and health personnel.

Each pupil services cluster team is organized under the leadership of a captain, who is a school counselor selected to call and chair meetings of the team and to represent the cluster at administrative meetings, and a non-school based co-captain who shares leadership responsibilities. There two persons join with principals of two of the cluster schools, an instructional supervisor responsible for the cluster of schools in the cluster to form a leadership group, which in turn works with a regional supervisory team. The entire Pupil Services operation is under the supervision of a county pupil services team.

Walk-In-Evening Counseling Centers

The pupil services team for each cluster brings services into the schools and also assigns it members to staff non-school-based counseling centers. During the 1972-73 school year, each of the county's three regions has three Evening Walk-In-Counseling Centers, each of which is staffed by a team of four or five pupil services personnel workers. The evening centers are meant to serve the adult community as well as youth and many of those who come are parents. Others who are served are dropouts, recent graduates, veterans, and persons from the community at large. For students, however, the evening centers seem to have special advantages: there is no pressure of bells ringing for the next class period, so young people can talk things through at their own pace, and the atmosphere is free of the "hidden agendas" of school policy and school conflicts. "The kids are closer—they feel they are part of us—they are more relaxed—they feel looser."

Both individual and group counseling is provided in the walk-in centers—for which there is no fee, no appointment need be made, and no one is asked to identify himself. Record-keeping is minimal, though the counselors work with community agencies for referrals when this is indicated in line with the centers' effort to provide multiservices. Counseling areas include parent-child conflict, student-teacher conflict, behavior problems, emotional development, learning problems, career information, college information, drug problems, draft information, and social problems.

For evaluation of the services provided, each staff member is asked to record all conferences by the type of problem and disposition of the case, composite reports are sent monthly to the Director of Pupil Services, a written evaluation is submitted by each staff member at the end of the year, the center coordinator submits a complete statistical report at the end of each semester, and a random sampling of clients is asked to complete and mail to the Director of Pupil Services a postcard indicating the helpfulness of services received as well as any recommendations they care to make.

Group Counseling Training Program

In another response to the size and rapid growth of the Prince George's School system, and the increasing demands for more counseling services, the Title III program has developed a Group Counseling Training Program. The utilization of group counseling techniques is one means of increasing a counselor's reach and efficiency, but the technique is relatively new for many counselors. A systems approach to resolving the problem of training counselors for group activity was planned, and each counselor in the county system is now expected to participate in training sessions which are directed toward the techniques of group counseling as they apply to the specific needs of the county's schools.

During the first year of the three-year program, a complete practicum together with backup services was provided by two psychiatrists from Johns Hopkins University in Baltimore, Maryland. The county provided supervisory staff to work with the consultants and counselors, and three workshop credits were awarded to those completing the training program. In the second year all new counselors participated in a similar program, and experienced counselors worked with the supervisory staff in small groups to develop their skills further in specialty areas.

Training sessions were conducted for 90 minutes, one day every other week for 15 weeks in groups of approximately 12 to 15 participants. Schedules were arranged so that not all counselors were away from the guidance office at the same time, and the sessions were held in various locations so as to minimize travel. The focus of these training sessions was on critiquing tapes and discussion groups which the counselors were conducting throughout the year, and since the sessions were held at two-week intervals, there was ample time for counselors to return to their schools and to apply the techniques and ideas developed in the training seminars.

The first year of the program saw the establishment of 1500 groups in the schools, involvig 14,000 youngsters, and conducted by 194 counselors and pupil personnel workers. As the program expands further, teachers and parents will become actively involved. Some teacher groups and parent groups have been established and are directed toward the remediation of student difficulties and the prevention of problems through an understanding of the parent-child relationship.

The Career Satellite Program

Forty-nine per cent of the graduates of Prince George's County high schools do not continue their education, but seek immediate employment. The Career Satellite Program, operating within the framework of the cluster plan, is designed to involve the greater utilization of community resources within the county for the purpose of providing information and experiences which will aid pupils in career planning and occupational choice.

Assignment of a career development specialist to three pilot clusters was intended to encourage the development of satellites of career groups composed of volunteers from the community who would serve as resource persons in the career development aspects of the program of the schools in that cluster. Through the coordination of the specialists, these resource persons provide information on their work areas to interested pupils, provide on-the-job experiences whenever possible, and are in general a source of practical expertise in various job fields. As an example, a medical satellite group might include doctors and nurses, members of the staff of a local hospital, a college representative, parents, teachers, principals, and counselors.

The basic philosophy of this aspect of the project is that school staffs must develop their own career oriented programs, with their shared experiences serving to stimulate these activities. The career development specialists assists in initially contacting community resources and sol-

iciting their support and following this ins hool personnel assume the responsibility for a hool community liaison This arrangement has the advantage of the school-based expert working directly with the business industry or agency expert in planning fruitful programs for the students

The objective of career education as the Satellite programasses it is that it is to be a means of showing the relationship between what students are doing in school and the world of work Emphasis in grades K-6 is on developing interests and attitudes in grades 7-9 exploratory experiences in careers and avocation and cational decisions are added to the picture and in grades 10-12 career decisions may be formulated

Students involved in the program are asked to evaluate the Career Satellite approach and compare it with conventional programs and follow-up studies will be conducted to determine the influence of the program in the transition from the classroom to the world of occupations

The Registrar Program

Again in an effort to extend the effect of each counselor and to provide more counseling for more student the Title III project includes a component which relieves counselors of duties which traditionally take a very large portion of their time Forty per cent of the the students in Prince George s County make application to colleges and the record-keeping and transcript preparation involved in this together with the number of transfers into and out of a suburban system of this size creates a real need for efficient record maintenance

The project staff believed that well trained high-school-graduate, registrars could assume the responsibilities of checking pupil records com ing transcripts computing class rank scheduling interviews with college admissions and employment counselors maintaining educational and occupational information files and registering pupils for scholarship and employment examinations

In the first year in which the registrar program was in operation it increased the time which counselors spend in actual counseling with students by eleven per cent The registrars increasingly demonstrated their ability to assemb and organize data and to prepare reports from these data and additional registrars were added in the second year with local funding

Specific duties of the registrar are many and varied Examples include

Maintains comprehensive records system for students (entrants withdrawals graduates)

Initiates cumulative folders when necessary updates others by entering subjects, grades credits and test scores

Checks records to assure that students are enrolled in required courses and refers necessary cases to counselors records changes of students programs

Summarzes and prepares transcripts for students transferring to other schools

Computes cumulative averages and prepares rank listing of students at end of junior year

Types transcripts of students for colleges places of employment and military service signs and certifies accuracy of these transcripts

ecks records of seniors for graduation requirements prepares diploma lists and checks diplomas for accuracy and completeness

Composes corresponsence for signature of principal and counselors

ounta s sending schools to clarify re- ds received and to request additional information

Corresponds with state and federal agencies for evaluation or records of out-of-state and foreign students

Corresponds with colleges and universities, employers and testing services re announcements, registration, clarification of information

Interviews students and parents for additional information

Prepares and maintains a variety of forms, memoranda, and records relating to pupil accounting

Prepares graduate ollow-up questionnaire and compiles statistical reports

Supervises student aides

PULSE Program

The final component of this project is an effort to extend counseling services to the parents of physically handicapped children Entitled PULSE for Parent Understanding through Learning and Shared Experience this project is operating in three special schools during 1972-73 Trained psychologists work one afternoon and evening each week with parents of orthopedically handicapped children to help them understand the special needs of their youngsters and how to cope with these needs Consultation is also provided to the teaching staff Emphasis is on child management, parent-child communications and especially on the child's self-concept

Video tape-recording is used extensively as one means of increasing parent and staff awareness of the needs of the children

The Prince George's program addresses one of the most significant concerns in guidance today How can the services of trained counselors be extended so that all students are served? With the support of Title III funds, this school system has been able to implement creative new methods of using its guidance resources

Consultations

Dear Impact

We noticed in the "Consultations" column of *Impact* recently a blurb to the effect that if one has a problem he "can t quite get a handle on" *Impact* s panel of experts may be able to help We have a problem that might be appropriate

We are currently seeking information on competency-based training for guidance and counseling program planners and counselors We feel this is an essential ingredient for program improvement and are currently engaged in a search for such materials But we don t know exactly where to look Can you help?

Thanks for considering the problem whatever the outcome

Information Seeker

Dear Information Seeker:

There is a wealth of material in the ERIC system on competency-based training for teachers but it is hard to ferret out specific resources for counselors in particular If theroretical rationale is what you are looking for the best descriptors under which to search the system for this material are performance-based education evaluation performance specifications and competency-based teacher education

Practice-oriented materials also abound so in order to give you the most current and direct information, *Impact* began a telephone search which as it turned out could have gone on and on We have come up with several leads each of

which has the potential to begin a chain reaction of further leads

Many states appear to be actively involved in developing materials and changing certification requirements based on newly developed performance standards A document prepared for ACES by Thomas Sweeney and Fred Vogel [illegible] and Evaluation states that in 1967 50 states specified the course work required for counselor certification By 1972 this figure had changed to 43 states specifying requirements reflecting the effort to move toward a program of counselor training that takes individual potential and ability into consideration These authors project that competency-based training will be a logical response to demands for accountability and will play an ever greater part in certification requirements

Four states in particular appear often in the literature—Washington New York Florida and Texas Only one state Washington has actually made competency based performance a criterion for certification This state requires that the person desiring certification complete a preparation program aimed at developing competencies and demonstrating criterion levels of performance Vogel and Sweeney provide a sample of the principles underlying this certification method

1 Preparation should be related to performance and performance related to the objectives of the professional and his clients

2 Preparation should be individualized and give recognition to personal styles

3 Preparation programs should be planned and developed in a participatory manner by those affected

4 Preparation is a career-long continuing process

Out of this transition to competency-based certification have come workshop packages aimed at developing competencies in individual and group counseling Information on Washington's activities is available from Grace Cunningham Supervisor Guidance Services Spokane Public Schools 825 West Trent Avenue Spokane WA

Don Darling of the Florida State Department of Education spoke very excitedly of competency-based training advancement in his state From the awareness that school programs were not offering enough career or vocational counseling came a move to enhance guidance services through the skills of Occupational Specialists Modules to train these new guidance personnel are being developed by each district according to its specific needs One document produced through that effort is Development of a Performance-Based Training Program for Vocational Counseling by Michael Gimmestad Further information on this document and Florida's program can be obtained from Don Darling Administrator Pupil Personnel Section Dept of Education Tallahassee FL and from Herb Rand Occupational Specialist Consultant Dept of Education Knott Bldg Tallahassee FL

The state of Texas is well into implementing a competency-based training plan for counselors At present seven Texas universities (program approval is pending for two others) have an undergraduate program beginning in the junior year for training as a Guidance Associate The first group of Guidance Associates will graduate this year and will seek placement in a guidance system under the training of an experienced counselor They are also trained as teachers in one area in addition to their guidance training In 1975 Texas will graduate its first group of competency-based trained counselors and by 1977 Texas aim is to have made a complete transition to competency-based training for counselors Certification changes are in the works through the continuing coordinated efforts of the Texas Education Agency the state professional organizations and Texas universities Dr James V Clark Director of Guidance Services Title III Texas Education Agency 201 E 11th St Austin TX was quick to respond to *Impact*'s inquiry and willingly agreed to be of assistance to others exploring competency-based training Also a very useful reference is *The School Counselor His Work Environment Roles and Competencies* ED 059 505 which served as the Texas take-off point for the first experimental program in competency-based training developed largely by North Texas State University

There are a number of regular publications on competency-based education Though they focus most heavily on teacher education they are worth scanning for resources For example *CCBC Notebook* (The Competency-Based Training Curriculum) is a quarterly publication available for $2 00 per year from the Dept of Educational Administration 339 Milton Bennion Hall University of Utah Salt Lake City UT 84112 Lloyd McCleary one of the authors of this newsletter is a willing sharer of current resources on competency-based training For example he mentioned *Educational Leadership* Vol 30 No 4 January 1972 as an entire journal issue devoted to the issues, concepts and approaches to this topic

The *PBTE* (Performance-Based Teacher Education) is a monthly publication by the Multi-State Consortium on Performance-Based Teacher Education This newsletter provides general articles and descriptions of programs coming for the most part from the following states which are members of the consortium Washington New York New Jersey Oregon Utah Arizona Texas Minnesota Florida and Vermont Contact Theodore Andrews Director Multi-State Consortium on PBTE Twin Towers 99 Washington Ave Albany NY 12210 for information on the newsletter and consortium activities

In our exploration of the topic we also turned up two programs actually being used in counselor education Norm Kagan of Michigan State University has developed Interpersonal Process Recall a teaching strategy based on the principle of developmental tasks The strategy packaged includes six hours of film and an instructor's manual as part of the program to develop specific counseling skills The series, Influencing Human Interaction is available through the Instructional Media Center Michigan State University, East Lansing, MI 48823

Roger Ivey of the University of Massachusetts has developed a leader and participant manual on how to organize counselor training for competencies in listening skills At the completion of this program Basic Attending Skills, participants should be able to demonstrate six specific counseling skills and rate the use of those skills in a counseling interview The package also includes video tapes and is available from Microtraining Assoc 72 Blackberry Lane, Amherst, MA 01002

A comprehensive ERIC document on competency-based training is ED 073 046, by Allen Schmider, *Competency-Based Education The State of the Scene* It provides information on where federal money has been invested and names and addresses of several competency-based training centers

You might also want to re-read *Impact*, Vol 2, No 3 for detailed descriptions of competency-based programs in several states and additional references

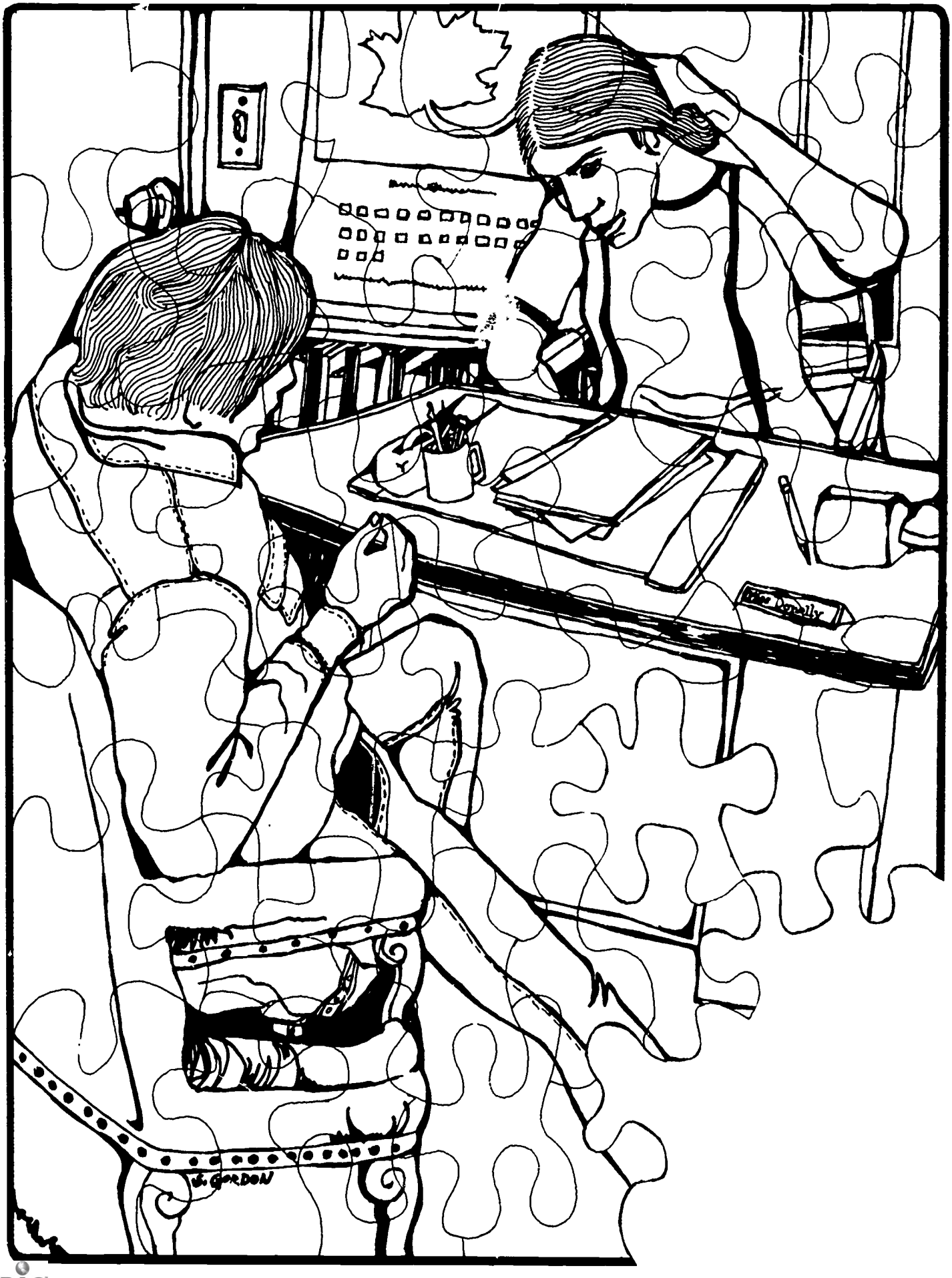
We hope this is of help to you It has been fun—and educational—for *Impact*

Impact

References

Accountability in Pupil Personnel Services A Process Guide for the Development of Objectives CPGA Monograph #3, 1971 Sullivan, H J, O'Hare, Robert Prepared by a task force of California educators

Preparation of Guidance Associates and Professional Counselors within the Framework of a Competency-Based Program ACES Monograph #1 1973 Prepared by the Guidance and Counseling Staff, Division of Counselor Education, College of Education, North Texas State University Denton, Texas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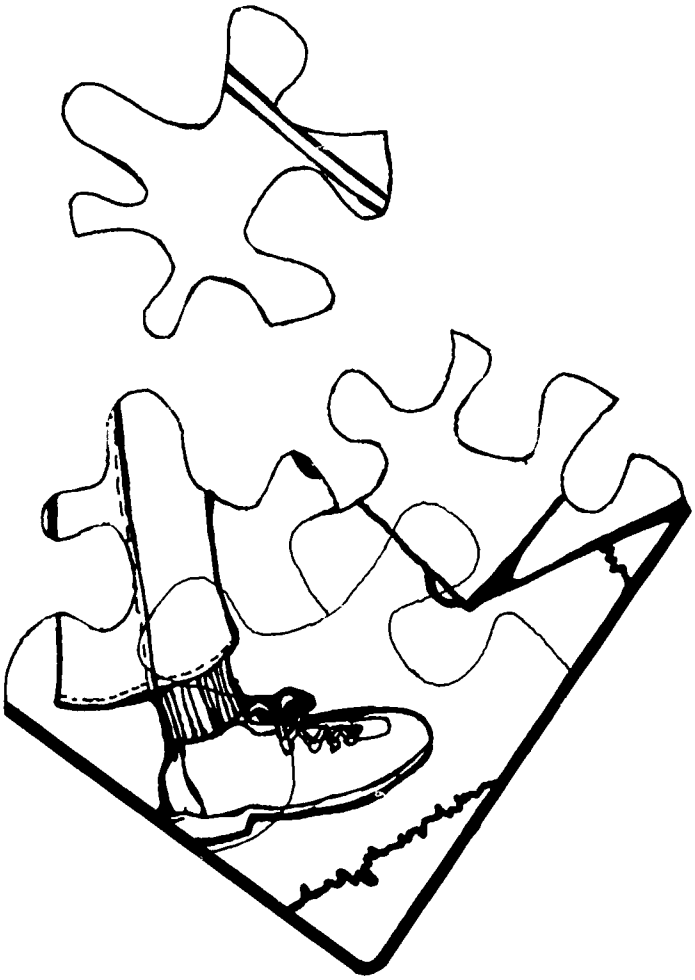
Perspectives for Staff Development in Career Guidance Programs



by Earl J. Moore
Associate Professor of Education
University of Missouri at Columbia

During the past several years, considerable attention has been given to developing and implementing new conceptualizations of career guidance. As these new conceptualizations are implemented, breaks from traditional practices occur, causing some discomfort and frustration among the practitioners involved. This means that substantial efforts must be made in staff development to handle these feelings and to bring to practitioners the necessary skills to effectively carry out new career guidance programming.

Before a staff development program is implemented, however, a number of issues must be considered, issues that will determine the specific nature and structure of a staff development program. These issues are discussed in the form of selected perspectives that need consideration before a staff development program is planned and implemented. Comprehensive coverage of all aspects of staff development methods and procedures is not within the scope of this paper.

Perspective One: Trust Development

New conceptualizations of career guidance are not always accepted enthusiastically by school counselors. Career guidance proponents imply that counselors should be functioning differently while they feel that they already have commitments and guidance investments that can be justified. This frequently is implied in such sabotage expressions as:

"Career education/guidance is a passing fad."

"It cannot be added on to what is already being done."

"We should wait until it *really* gets developed — and our counselor-student ratio is better."

"It is an anti-intellectual movement from a vocational education viewpoint."

"Look at what success we have had and are continuing to have with our present program."

"Our district is concerned about such factors as transportation costs, and school policy."

"Career guidance does not fit into the pupil personnel services model."

Behind these statements lie fears often felt by those faced with change. This human condition of counselors in the field must be understood. The failure of counselors to readily embrace the new career guidance identification can be appreciated if we examine most counselors' original justification for existence and their current roles and operational patterns. Many secondary counselors maintain that they are trapped and can only react minimally to change. Aubrey (1973) stated that counselors are the victims of school rigidity and bureaucracy, which places them in quasi-administrative and service functions that impede them from achieving guidance objectives. Elementary school counselors frequently cite their quasi-psychologist function, which grew out of the educationally disadvantaged emphasis of the 1960's.

Nevertheless, counselors who feel they are victimized need to confront themselves concerning the benefits they are currently deriving from present practices. They have ownership in these practices and fear losing what they derive from them. Why risk unless there is something better to trust? Listen to the challenges being offered by the career guidance movement! Considerable risk-taking is implied.

. . Career guidance programs should be based on student needs.

Career guidance programs should be accountable for specified outcomes.

Career guidance programs should change continually to meet priorities.

Counselors need to develop new competencies.

. Counselors need to consider differential staffing.

Counselors need to be actively involved in the community.

. . Counselors need to be actively involved in the instructional program.

When faced with these prospects, some counselors fear loss of status and power that comes with being associated with the authority of the principal or the psychologist. Involvement within the community and new relationships with teachers and students may make some counselors uncomfortable. New demands and new competencies threaten others. The most difficult aspect facing most counselors, however, is the prospect of accepting responsibility for achieving specific student outcomes. Being held accountable for outcomes derived from career guidance objectives is threatening to counselor worthwhileness. Can counselors and career guidance programs deliver what they propose?

The recognition and understanding of the need for counselor trust development is an important perspective for any staff development program. Program developers must be sensitive to where counselors and other staff are in their predisposition toward career guidance. Are they concerned about justifying their worth? Is insecurity behind resistance or apathy? Do counselors spend more time valuing what is than valuing what could be? Provisions for confrontation and the processing of attitudes and feelings in staff development programs are mandatory.

Perspective Two: Basic Orientation for Program Development

A conceptual framework for program development is needed to allow career guidance goals to achieve proper status in the total educational program. Points of departure that stress guidance services place emphasis on guidance being a collection of ancillary or adjunct functions and processes. This is not a productive approach for career guidance program development.

1. Student Outcome Focus vs. Program of Services

Career guidance must become part of the instructional mainstream and be accountable for student outcomes (Gysbers and Moore, 1974). To accomplish this, three major kinds of career guidance responsibilities must be included in the total career guidance program. First, are curriculum based responsibilities which focus on goals and objectives necessary to the growth and development of all youth. Second, is a need to attend to individual accountability to assure that educational resources are being utilized to facilitate each individual's life career development. Finally, on-all responsibilities, responsive to immediate pupil or education system concerns and needs, must be part of the total career guidance program.

2. Needs Assessment vs. Role and Function

Goals of career guidance must be based on identified needs of youth and society rather than on the role and function of the serving educational personnel. The professional competencies of staff must be developed to meet the needs of students and society rather than allowed to remain static and unresponsive to changes requested by various consumer groups. Needs should be expressed in terms of student outcomes and should serve as a basis for career guidance program planning.

Evaluation Based vs. Process Based

Comprehensive career guidance programs must be developed around student outcome oriented goals and objectives and must be installed using evaluation-based program development and management procedures. Evaluation-based procedures suggest ways to identify and collect information to assist decision makers in choosing among available program alternatives. Programs not amenable to an evaluation-based operation will have difficulty in being systematic, sensitive, and adaptable to respond to changing individual and societal needs (Gysbers and Moore, 1974). Evaluation should be functional in helping make decisions, rather than being added on for sanctioning purposes.

Future Orientation vs. Maintenance of Status Quo

Career guidance program development based on evaluation-based management employs many concepts emphasized by systems thinking such as the analysis of relationships between elements, the generation of alternatives, the extensive use of feedback systems, and the use of prototypes (field testing). From this viewpoint, the process of program development, implementation and revision is continuous; each phase is related to preceding and succeeding phases.

Competency Development vs. Credit Hour Credentials

Career guidance programs — based on assessed student and society needs, stated in terms of outcomes, and evaluated systematically to succeed — require careful consideration of staff competencies. Staff attitudes, knowledges and skills must be identified and the level of performance required must be specified to insure delivery of intended process objectives. Credit hours alone do not guarantee specified counselor competencies.

Program Management vs. Collection of Activities

A program management system is decision-centered. Organizing career guidance programs around key types of decisions provides a sense of purpose and direction that can be used to respond to any educational thrust. Tangible and concrete outcomes can be produced. As a result, "the staff will have a feeling of confidence in meeting program responsibilities, an openness in sharing information about the program in school and community, and a direction for professional growth and competence." (Gysbers and Moore, 1974, p. 54)

Perspective Three: The Educational Context

Traditional school systems usually are organized around basic skills development and dispensing of subject matter along with remedial efforts related to these areas. Open-individualized school systems tend to be organized around individualized education featuring cooperative planning and alternative learning experiences. The environmental press of a traditional school system fosters information-centered objectives while an open-individualized school system fosters learner-centered objectives.

Career guidance programs represent the system in which they are located. In traditional school systems, secondary counselors' efforts are directed toward

Career Guidance Program Dimensions

Figure 1

Primary Occupational Career Development Perspective

Basic Traditional School System

	Need/Thrust	Program Orientation	Concepts/Components	Emphases
Level I	manpower	information centered	--work world awareness —career information —placement	elem—work cluster content sec—job placement/saleable skills —employability skills —career information centers
Level II	relevance	experiential	—infusion —"hands on" experiences —exploration	elem—subject matter units —field trips —role models sec—cooperative experiences —academic/vocational units
Level III	valuing and deciding	personalization	—values clarification —self expression —decision making	elem—sense of agency —using resources sec—values clarification groups —mini courses
Level IV	self-others and problems in living	process of living	—involvement —systematic human relations —self understanding	elem—expressing feelings —helping others —living responsibilities sec—peer counseling —dialogue centers
Level V	individual development accountability	individual responsibility	--identity/success —individualized planning —group/school responsibilities	elem—cooperative planning —relating in and out of school activities sec—contracts —alternative learning —cross age activities

Integrative Life Career Development Perspective

Open Individualized School System

scheduling, record keeping, testing and some crises counseling; elementary counselors evaluate, refer and consult about crises cases. In open-individualized school systems, counselors plan cooperatively with students, teachers and parents; work with groups/classes; consult with others in and out of the school setting; and attend to specific educational program goals and individual student outcomes.

The schema for **Career Guidance Program Dimensions** represented in Figure 1 is intended to show various levels of career guidance programming. The suggested levels provide a means of showing the relationship among possible career guidance programming, a continuum of career development (left side of Figure 1), and the evolving educational system (right side of Figure 1). Career guidance programs that are out of context with the local educational scene will most likely be faced with a nearly insurmountable staff development discrepancy. Programs based on the perceived needs of a local district will most likely be successful.

The following levels categorize typical perceptions of career guidance programs. **Level I—Manpower** programs are based on the original Marland (1971) generated critique of "general education" and the college preparatory bias of most school systems. **Level II—Relevance** has come to be known as the infusion strategy. Relating basic education content to the work world is the primary purpose. **Level III—Valuing and Deciding** recognizes the need for each individual to know what he believes so he can make decisions. **Level IV—Self-Others and Living Processes** is similar to Sprinthall's (1971) deliberate psychological education wherein systematic human relations are focused on here and now problems of living. **Level V—Individual Development Accountability** is individualized education that features cooperative planning and sharing in the responsibility for implementing educational programs as implied in Project PLAN (Dunn, 1972) or Individual Guided Education (Brown, 1971). While these levels are additive in a sense of serving more life career goals as one proceeds to higher levels, the means of reaching goals at these different levels may be quite different. For instance, "relevance" may be achieved at Level V but in a fashion that is quite different from what is done in Level II.

Insert Figure 1 here

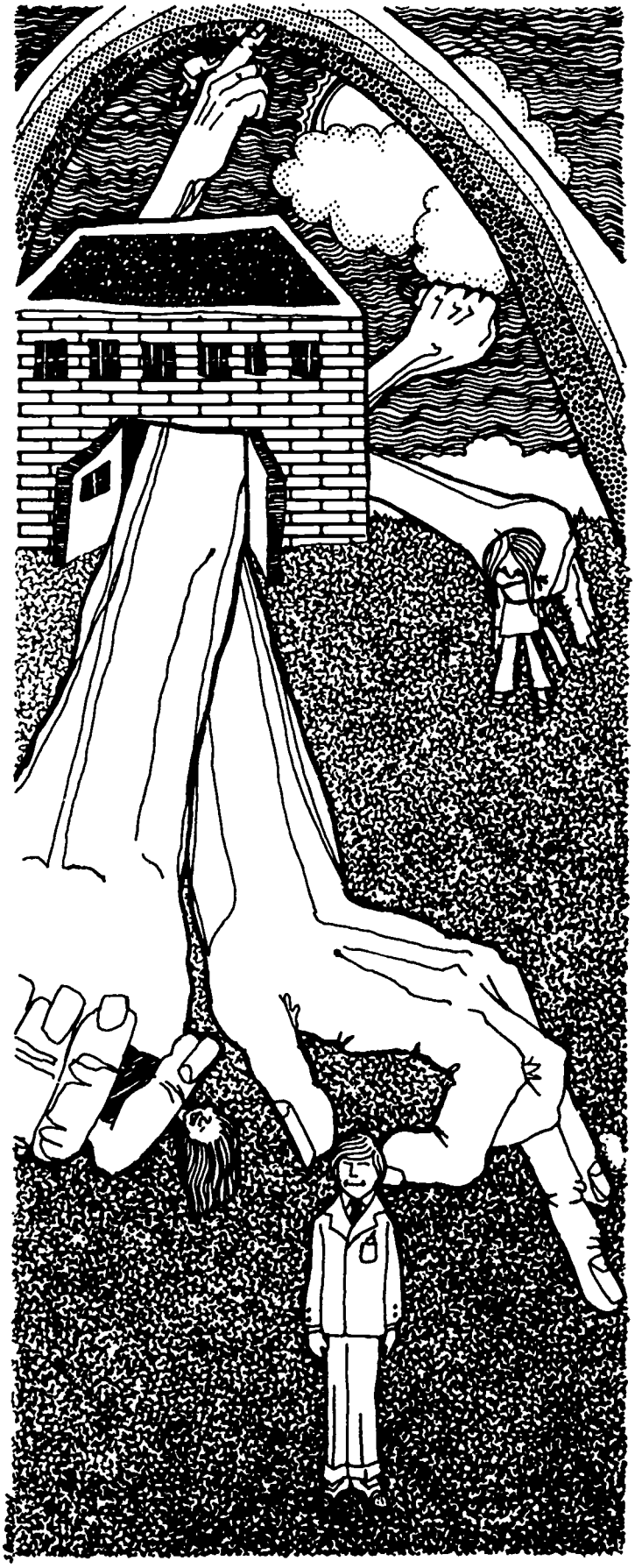
The amount of change an educational system can withstand depends on many factors. However, as a career guidance program becomes more life career oriented, the school system must also be congruent with this thrust. Current emphases in educational innovation stress the same basic elements (Van Haden and King, 1974). Staff development focuses on maintaining program goal-school system congruence. Ambitious goals that do not complement the context of the educational system endanger program development success. While vision is needed to give direction, "size of step" awareness is important to insure success and maintain a positive attitude. For example, the student behavior and instructional process associated with values clarification (Level III) may be viewed by staff in a traditional educational system primarily concerned with control and the delivery of subject manner content as inefficient and inappropriate. However, a traditional system with a more conservative climate can use career development as a vehicle for change and growth. As the educational system moves toward an open and/or individualized approach, career guidance objectives can be extended along similarly compatible lines. In some instances, career guidance can provide the "lead" for change in the school system by helping with the environmental readiness of the educational community.

Instructional and guidance responsibilities will become more interrelated as one progresses through each level. Nevertheless, at all levels, guidance program responsibilities can be represented in a fashion that provides accountability guidelines. Attention to these responsibilities, as they are represented at each level, will provide a guidance staff with an outcome-oriented, needs-based approach.

Staff development needs can be anticipated from an examination of each level. For example, fostering work attitudes and creating awareness in the elementary school are primary goals of Level I programs. Since work clusters are used to insure systematic coverage of the work world, teacher competency in instruction of these clusters will be the most important staff development concern. Skill development and occupational information are primary components in the secondary school. Academic instructors and vocational educators will translate their knowledge and skills into work cluster content. Counselors will use non-college oriented test materials to encourage occupational exploration. For both, placement becomes an important goal. Infusion brings school subjects to the work world and/or the work world comes into the elementary school through role models and media. In Level II programs, teachers may need an inservice program directed toward developing infusion units and providing experiential and hands-on activities. Counselors in the elementary and secondary schools should be able to coordinate many activities and become involved and acquainted with the community. In both the elementary and secondary schools, Level III teachers will develop competencies in using values and decision-making materials and activities. Teachers need to receive staff development and cooperative instructional support from counselors. Competency in using group process skills becomes essential to personalizing issues and producing alternatives. Level IV emphasizes self understanding through interaction with others. The instructional procedures for developing systematic interpersonal skills should be the major focus for staff development of all personnel including teachers, counselors and peers. Counselors may also need to develop family counseling skills. Conjoint organizing and planning in a variety of situations becomes the central focus of staff development for all staff at Level V. Utilizing and developing community resources for alternative and extended experiences becomes a continuing staff development process.

Summary

Career guidance is almost synonymous with program development. The emerging career guidance conceptualization must be interpreted in terms of the individual and societal needs that are being reflected in other school concerns. Career guidance should be part of all educational planning. Likewise, staff development directed toward career guidance goals should be a central feature of school program implementation.



PLACEMENT – AN OUTREACH FOR STUDENTS

by Lillian Buckingham
Coordinator of Placement
Baltimore City Schools
Baltimore, Maryland

The aim of guidance in Baltimore City Public Schools is to help each child acheive his own highest level of personal, educational, civic, and occupational competence. Success for each individual includes mental, physical, vocational, and aesthetic development as well as those inner satisfactions that come from a well-adjusted life.

The guidance activities are based upon recognition of individual differences, basic concepts of human growth and development, the diversity of present day educational opportunities, the complexity of and the changes in modern occupational life, the importance of human relations, the right of an individual to make his own choices, and the realization that the adjustment of an individual to his life situations is an ever changing process.

Today, 50 years after the introduction of guidance into the public schools of Baltimore, this service is still available to *all* pupils at all levels of achievement and ability during their school lives. All the factors and information that have helped the student become the kind of individual he is, are available to the placement service and to colleges or institutions of further training, when he has withdrawn or graduated from school.

Within three years of the introduction of guidance, the Baltimore City Schools, recognizing the need for a link between youth of the city public schools and the employers of the community, established a placement service under the Office of Guidance and Placement.

The placement service believes that each student has the right to and should expect to receive the necessary information or assistance to bridge the gap between formal education and entry into the world of work. Each student has the right to equal opportunity in employment, advancement, and security, regardless of religion, ethnic origins, race, or sex. Inherent is the belief in the right of individuals to make their own choices and decisions. Unless guidance and counseling is available, some are apt to make decisions that will waste their ability and time. The impact of any educational program on a youth is measured by what he does after he leaves. The placement of youth on the first rung of the career ladder indicates that one preparation stage has been completed. A placement program enhances the opportunities for a youth to ease into the employment world by giving him more personal skills and savoir-faire. Placement, therefore, functions as an extension of guidance in assisting youth to make formal entry into the adult working world. The service is available for one year to *all* youth who leave school either by graduation or by withdrawal.

During its 45 years in operation, the service has grown from four centrally located placement counselors to the assignment of placement coordinators in senior high secondary schools. A variety of approaches in personnel assignment have been used to meet the changes in educational reorganizational schemes. These facts emerge as most meaningful and helpful in the operation of a placement center.

Placement coordinators become real team members of the guidance department when they are: 1) trained in educational and vocational guidance and interpretations of tests and measurements in educational psychology; 2) skilled in interviewing and assessing the strengths and weaknesses of their clients to assist them to evaluate and make decisions based on the study of interests, abilities, and ambitions in light of opportunities; and 3) experienced in non-educational work areas. The coordinator who is versed in the educational process knows school policies and programs and can give greater guidance to employers to update their knowledge of the school system. Graduate credit should be made available in the universitie

The placement coordinator is assigned a designated responsibility to a school and established in a room in or near the guidance suite identified as a Placement Center, fully equipped as an office, with a designated phone number, and a clerk or aide. A library of employment materials and general job facts is available to students and faculty.

The placement coordinators are paid from the local budget on a 12-month salary. Counselors may be, and rightly so, concerned that these additional members of the guidance unit are paid for an additional month. However, as placement is a service to the students and the employers, the placement office must be manned 12 months a year with hours to coincide with businesses. In large systems perhaps the school counselor could be hired to work with the placement coordinator and span both his and the placement specialist's vacation periods. Through understanding the program, learning the needs of the employers, and noting youths' attitudes toward these opportunities, a system can expand it total guidance and counseling approach. The service is free to students on a voluntary basis and free to the employers. Mileage reimbursement for job development by the placement coordinator is essential to an efficient operation.

A Central Job Resource Center is established in order to: 1) provide continuity of activities, 2) coordinate reports, 3) work closely with agencies, enterprises, civil service units that require many workers from the total metropolitan district, 4) develop plans and procedures with the placement staff, 5) give better service to students and employers, 6) compile monthly reports and submit annual reports based on information obtained from reports and company recommendations to the system for curriculum building, and 7) provide in-service training.

This center must publicize these services through all media to inform the school and the business community; improve methods of job development; maintain close liaison with the various personnel departments, agencies, and associations; maintain current literature on any facet of job hunting; help develop appropriate forms and materials needed by the placement coordinator; afford input into the curriculum and serve various advisory committees; be available for the various assembly and career day planners in the school; and work with the junior high counselors to assist potential dropouts.

The Resource Center also needs to include central-office job resource coordinators to work out opportunities in the fields of the health services, apprenticeships, food services and/or areas of specialized heavy concentration that produce a variety of employment for beginners and/or employers who prefer to work with one central

contact These central job coordinators would also serve as contacts to employers and coordinate the operation of referral and follow-up. The placement coordinator, stationed in each senior high school, helps early school-leavers and graduates enter the labor market and also seeks part-time and temporary employment opportunities. Since there are general vocational schools and special education centers, a coordinator is responsible for placement in at least two of these schools.

Currently, the school system is undergoing complete decentralization so that the city schools are divided among nine regions, each of which is a microcosm of the macrocosm. Approximately 19,000 students are in each region with a superintendent charged with the total responsibility of his particular region and personnel. In secondary education there are 16 comprehensive senior high schools, two vocational technical schools, one adult center, six general vocational schools, one school for teenage mothers and four special education centers. Each of these schools had a work-study coordinator as of 1973-74. Prior to this date a placement coordinator was stationed in each of the high schools as part of the team. Under the reorganization plan, the work-study coordinator assigned to a school was responsible to the principal and his regional superintendent. The placement coordinator remained on the roster of the Office of Guidance and Placement and was assigned to serve at least two senior high schools and to locate employment for part-time, temporary, and full-time workers.

As placement is an extension of guidance, it is of paramount importance that it entails the total scope of the educational thrust/preparing youth to accept the realities of adulthood by making several options available. As such, the placement coordinator, along with the counselors and instructional staff, plan preventive approaches to student retention in school based on the coordinator's involvement with the employer's world. Students who have been identified as potential dropouts may be referred to the coordinator. In-depth interviews, explanations of the work-world expectations, possible group visitations to companies, and screening for potential part-time employment, are several approaches the coordinator may take. While the youth may decide to leave school after the many discussions or research sessions, he is sure of the job advocacy of the coordinator and has a clearer knowledge of his own capacities and of some of the personal skills that have increased during the interval of decision-making.

Additionally, the coordinator can assist teachers in various instructional areas, recommending topics for study and/or employers for classroom and career days. As the coordinator visits companies to seek employment and listens to the employers, he can interpret for school personnel trends and needs for curriculum modification or revision.

Since the coordinator is housed in the school, he is identified as an integral member of the guidance team and education staff. He knows the school policies and can relate to the idiosyncrasies within his area. The students recognize that his services are available to them and their parents throughout the year. He can interpret labor laws, understand the child's decisions, and seek out companies with college-reimbursement programs for college-oriented pupils. Because the coordinator is identified with a particular school, the employers can communicate more readily and easily and thereby facilitate the ongoing counseling aspect of the placement services. An added strength is the student's knowledge that another professional cares what happens to him as he leaves school.

The coordinator surveys the senior class in depth to ascertain their plans for the immediate future. An assembly frequently serves as the kick-off to the formal written survey of plans. He can write articles for the school media; make information available over the intercom system; arrange for individual classroom visits with the teacher—the coordinator leaves no stone unturned in preparing youth for the survey and its purpose. Following each survey, the placement coordinator studies and discusses the findings with the grade counselor. Programs of studies, achievement, future plans, financial assistance needs, physical and emotional conditions, parental involvement—all part of the student's cumulative record—are used by the counselor and the coordinator for background preparation.

Once the coordinator has determined who wishes to use his services, he schedules an interview for the applicant. Since this is a formal approach, the faculty is alerted to the student's scheduled interviews. Students are advised to maintain businesslike decorum, wear appropriate attire, and keep the appointed schedules. The applicant completes a formal application indicating personal, social, educational, physical, extra-curricular, and work-history background. The completed application is filed for the coordinators's use. During the one-to-one interview, the coordinator assesses the student's strengths, weaknesses and vocational preferences and discusses long-range planning the student may have made. The student is made aware of the positive assessments and possible reinterviews and job clinics needed for successful entry into the labor market.

The interview offers an excellent opportunity to give information about jobs available or further training and to assist the applicant in his vocational choice, suggesting to the new workers facts he may need to know to get that first job. The same in-depth interview is given those who have withdrawn from school or those who are seeking employment in order to remain in school. It is during a tight labor market that applications for part-time work exceed jobs availble.

There is another successful program in operation, that of the cooperative education arrangements between schools and the employment world. These programs operate from the areas of sales, business, trades, industry, health services, and general work. They are usually de-

Other sources for the coordinator are the various local, state, and federal civil service units to which he refers for openings as they are posted. Usually the Central Job Resource Center works closely with these units to develop schedules of nonconflicting testing dates for students. Other agencies such as Social Service, Vocational Rehabilitation, Urban League, and other city and government manpower groups are sought out by all coordinators and the central office to assist them in placement.

Before actually referring youth to jobs, the placement coordinator must review and update information about the students' plans and decisions, survey their needs, and observe any difficulties they are encountering. He enlists the aid of individuals and teachers in setting up a variety of approaches to successful placement. He may encourage certain interview skills such as ability to complete applications properly, speech clarity, vocabulary, and spelling. To assist the student the coordinator might furnish the sample applications, stressing why an application is important, what is on it, why a name is signed while all other information is printed; why and what references are; what honest answers are; how to make applications by letter and so on. Since most written tests involve spelling and vocabulary, samples of words used and correct spelling can be an on-going activity in every class, not just English.

Another area in which student skills need strengthening is simple math—not the higher math, but decimals, fractions, percentages, addition and subtraction. The math department should be involved but since many students "select out" of anything that smacks of figures, the total education staff should be involved. Coach classes in arithmetic and problem solving can be a part of the approach to helping youth who are weak in these areas. It is the responsibility of the placement coordinator to spearhead approaches to meeting the particular needs of youth about to enter jobs.

Job clinics can be regularly scheduled for youth identified as needing these skills. Clinics might include: Telephone Techniques (manner, voice, control); Interviews (set up guidelines), Personal Appearance (include playing down of physical handicaps); Employer Tests (variety, samples, uses); On-the-Job Success; Payroll Deduction, Labor Organizations; Finding Your Way Around (use of transit maps and information services); Use of Referral Cards; Writing a Resume'; Tips in Applying for a Job; How to Read Want Ads; Why Attendance and Promptness Are Important; What Are Attitudes? (how do they influence supervisors and co-workers) What Are Benefits? How Do the Labor Laws Operate?; What Is the Value of Part-Time Work (or volunteer work)?; Why Is Extra-Curricular Work Important? How Does One Overcome Shyness?; What Are the Differences in the Three Civil Service Units?, Why Social Security?; and Where Can I Get Help For . . .

For the job requests of employers, the coordinator determines the specifics of the job opening—type of job, age, location of company, special attributes, physical requirements, number of applicants to be referred, etc. He then reassesses the student's skills, preferences and physical attributes, and issues a referral slip for the student to follow through on at appropriate steps. In each case, the youth is again job counseled and requested to report outcomes to the placement coordinator. Usually the total process may take approximately two weeks.

The placement process does not end with the referral and placement of youth in a job. It is extremely important that the school have feedback of its success or failure in helping youth cross over to the adult working world. Among the many aspects of the on-going evaluation of youth job entry are:

1. As a result of the work-study assignment, the employer notes sudent's habits, attitudes, skills, achievements and employability. All these become a part of the youth's formal record. His remaining on the job becomes a part of the placement follow-up scheme.

2. Students placed on part-time or temporary basis are surveyed to see if they maintained academic work and, if applicable, continue a full-time assignment. If so, the fact is noted in their applications or permanent work cards for future follow-up.

3. All students who were referred to jobs but who did not report back on their successes are followed up automatically at the end of the month to determine their eligibility, placement, or future help.

4. All youth placed in permanent employment are followed up formally at the end of three months and again at the end of a year to ascertain their progress on the job and to solicit comments for possible improvements in the program and school offerings. Employers are sent follow-up letters at the end of six months for critical analysis of the employee's work and recommendations for curriculum change or suggestions for strengthening school programs to improve student employability. These comments are recorded on the student's original employment application and the criticisms or recommendations are cataloged and made avai able to schools and curriculum builders.

5. The placement coordinator maintains monthly records showing the number of youths placed in full-time employment by sex, age, job classification and salary range and the number of temporary and part-time job slots filled. They include unusual events that either expand or hinder the operation and lists of companies visited.

6. The coordinator maintains and updates a file of the employers who use the placement service.

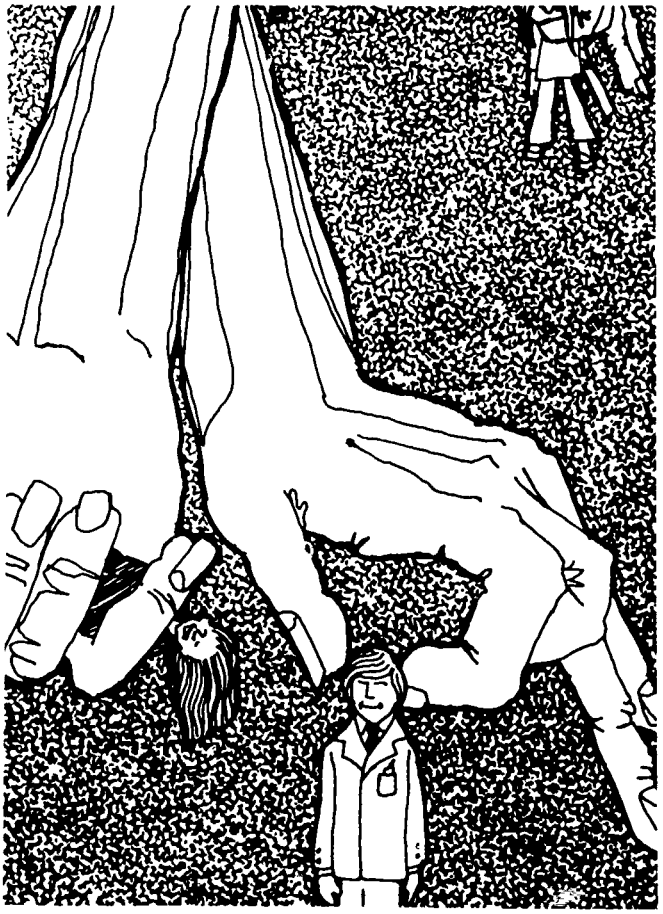
7. Any student who loses or changes his job is still free to use the school placement service. It is not uncommon that replacement may take a longer time since more in-depth job counseling and possible refer als to supporting agencies may be necessary.

8. The placement coordinator compiles the statistics and findings for his school and serves as a resource to the school as it seeks to improve its educational offerings.

9. The Central Placement Service compiles reports for the annual report to the Coordinator of Guidance and Placement for the Superintendent of Public IXNSTRUCTION. With these statistics is a narrative that summarizes the program, its activities, and suggestions for system-wide improvement. Evidence of the impact of the education system and students' progress in planning, deciding and entering new fields can be more readily observed, described, and evaluated.

Such individually-oriented placement helps youth gain further self-awareness and orientation to society through a carefully planned transfer from a formal educational program into the adult working world. Such an adjustment, which aims to further the student's voca-

tional development and assists him in new, satisfying and adequate experiences, is essential to a guidance program that is devoted to meeting the total guidance needs of *all* pupils in school.



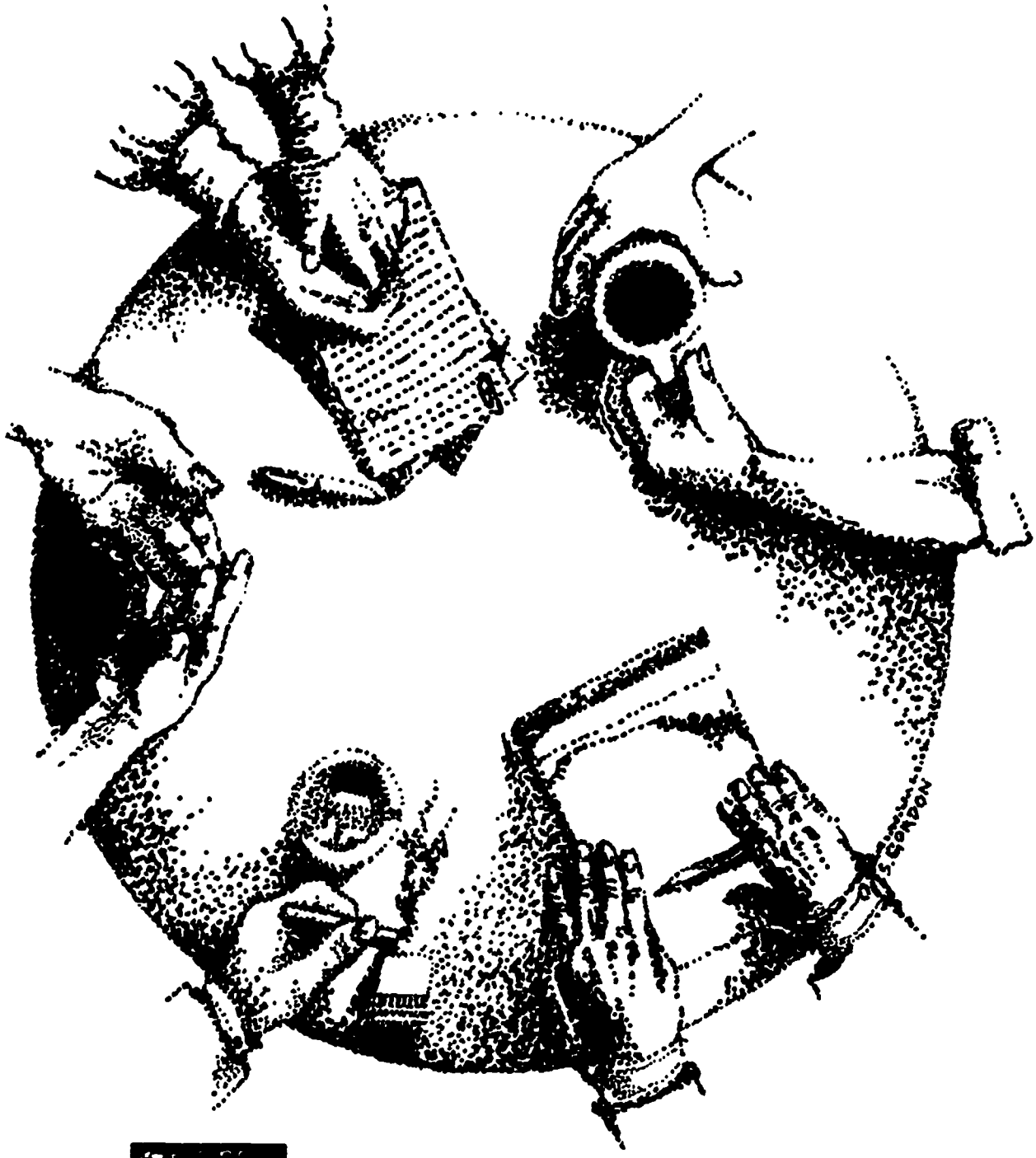
signed for seniors, but may also include special programs for slower children. These programs may operate on alternate week, half-day, daily, weekly or alternating two-week schedules. The student then selects the option, interview with the work-study coordinator. He is adequately supervised and evaluated on the job by the employer and coordinator who maintain a record of his clock hours on the job and see to it that he receives appropriate school credit. If, at the end of the school term, the student does not remain permanently on the job, he may wish to be interviewed by the placement coordinator for additional referrals. If so, his card becomes part of the file of students seeking permanent employment.

Though the placement coordinator is housed in a school setting, he is still responsible for conducting job development, even while busily engaged in working with the students and the faculty. He employs a number of ways to meet with employers. He may simply walk-survey the various establishments near and around the school. He will set up an appointment with an employer or representative of specific job areas. He will contact the local chamber of commerce, personnel associations, business and industry associations, local stores, and state employment agencies. He will study the want ads and select those he wishes to follow up and study further. No matter where he goes, he goes armed with the knowledge of the total school system along with his understanding of student needs and accomplishments.

As he visits an employer, he makes mental notes of the location, its physical outlay, need for employee transportation, work in which the employees are engaged, and employee conveniences. He discusses the company personnel policies, union requirements, promotional standards and salary benefits. He seeks out the varieties of employment, equipment used, specifications for jobs, and procedures for entry. Even as he is ascertaining the possibility of employment, he is encouraging employers to consider hiring beginning workers. The coordinator serves as a sounding board for school improvement, recruits community talent for the various assemblies, class discussion sessions, or class visits. The coordinator continually updates his information and notes the trends in the work world. He seeks out opportunities for part-time or temporary help and for the slow, the disadvantaged, and the physically handicapped.

He maintains a file of employer contacts noting the name of the individual, phone, location, company hiring policies and type of work the company does. This file becomes a nucleus of contacts he must follow up frequently. During the discussions with employers, the coordinator emphasizes the follow-up of the worker and the employer evaluations that will be sought over the year in order to improve the school offerings to their students. A strong liaison is built between the two as the employer sees a source of qualified applicants and the coordinator a cadre of individuals with potential offerings for the students.

The employer is not the sole source for placement activity. The state employment services, which are free to clients, are excellent contacts to develop. Since these state agencies work with all ages and types of jobs, the placement coordinator should develop close association with them. Their staff has excellent monthly labor information, job analyses, and varieties of job slots for part-time, temporary and full-time workers. Their interviewers are keenly attuned to applicant and employment needs, and make excellent contacts for classes, assemblies, and advisory committees. The Bureau of Apprenticeship Training is usually housed in the state employment services office and administers the appropriate apprenticeship tests to applicants.



CONFERENCE ROUNDTABLE

"What image for guidance?" is just one of the many issues and concerns raised in this panel discussion which took place at the National Conference on Career Guidance, Counseling and Placement last February. Panel members from a variety of settings—local, state, and national in scope—enlivened the discussion with their particular views and perspectives.

Panel members include *Impact* Editor and ERIC/CAPS Director, **Garry R. Walz**, who served as moderator, and the following participants.

Lillian Buckingham
Coordinator of Placement
Baltimore City Schools
Baltimore, Maryland

Charles Foster
Director of Guidance Services
Missouri State Department of Education
Jefferson City, Missouri

Norman Gysbers
Professor of Counseling and Personnel Services
University of Missouri
Columbia, Missouri

Brian Jones
Director, Youth Development Research Program
American Institutes for Research
Palo Alto, California

Earl Moore
Associate Professor of Education
University of Missouri
Columbia, Missouri

Harlan Powell
Social Work Consultant
Department of Institutions, Social and Rehabilitative Services
Oklahoma City, Oklahoma

Dale J. Prediger
Director, Development Research Department
American College Testing Program
Iowa City, Iowa

David H. Pritchard*
Program Specialist, Guidance and Placement
US Office of Education
Washington, DC

*David H. Pritchard contributed to this article in his private capacity. No official support or endorsement by the US Office of Education is intended or should be inferred

Walz: We hope the ideas and thoughts that have come out of this national meeting will serve the purpose of helping other people develop exemplary programs, and that what has been presented here can be used profitably by others elsewhere. To actually begin discussion, I think it would be helpful to review the most basic concerns in career guidance, counseling and placement. So, to get things rolling, I will pose these as questions and let the panel members respond in roundtable fashion.

There has been a lot of concern and talk here about the word "image." First, I'd like to ask, what is an optimal image of career guidance? What should it be? What should it do? What image of career guidance should be communicated to the consumer public? Second, what needs to be done to realize this optimal image? What are the major obstacles, internal and external, to realizing an optimal image of career guidance? And finally, given this image, what are some priorities for start-up?

Gysbers: The image I'd like to convey is that career guidance is a developmental program — a program that is equal and complementary to the instructional program of a school. The career guidance program would focus on student outcomes in such areas as self understanding and interpersonal skill development; life career planning, knowledge and skill; and life career roles, settings and events specifically related to the education, work and leisure worlds. In addition, the career guidance program would assist individuals to understand the relevance, purpose and meaning of the instructional program. The program, of course, would involve a variety of guidance processes and resources, such as testing, counseling and information. Basically, that is the image I would like to convey.

Pritchard: Can I approach that? I agree with what Norm says, but I'd like to push in a slightly different direction. I've been asking myself, systematically, for the last couple of years, "What is it that is distinctive about guidance compared to other educational processes?" I certainly haven't arrived at any definitive answer, but I do entertain the idea that the direction of that distinctiveness lies in helping the individual to ferret out what he or she needs for personal growth and development. The person needs to determine where he can get those experiences and to decide what those experiences mean for him both intellectually and emotionally. He then needs help in planning, setting his directions, and garnering the experiences he needs to move in the direction he has set for himself. I think this is what is distinctive. This *doesn't* mean that only specialists are involved in this process. That's where I agree with Norm. But I do think that what makes a guidance program distinctive is a broad growth and development function centered ultimately on helping each individual to make applications of his formal learning and other experiences to his own life. This is the focus the guidance program Norm is talking about should have to make it distinctive.

Prediger: In going around the table here, it occurs to me that I have some problem with the term life career guidance.

Gysbers: I didn't say life career guidance, I said life career planning.

Prediger: Well, I have problems with the term life career planning. Maybe it's related to what Dave was saying. I can see how we need to broaden what people think about when we say career planning; it's not just vocational planning. But I wonder if we're in danger of losing focus — what's distinctive about career guidance in Dave's terms — by talking about planning in general. Maybe we're opening it up too much.

Foster: I think the image of career guidance is that of a program. I think it deals with all students, and I'd even like to set parameters to the extent that the counselor is responsible for *all* students. If this is the case, then career guidance is a focal point, not an appendage. And as such, it moves into the instructional area; and as a further result, it's a team effort. All other school personnel have student-focused objectives in common with the counselor. All other resources are resources to the counselor to help youngsters. To me, this image would mean that career guidance is for all students; it is the counselor's responsibility, and all others are resources to him.

Walz: Anybody else wish to speak on this?

Powell: I wonder if anyone would care to speak about

what career guidance and life career planning are not. As long as we're trying to say what they are, may be negative definitions would help, too.

Gysbers: Life career planning is planning for one's entire life. To counter Dale's point, I don't think it ignores occupational concerns; I think it enhances them because it looks at occupational choices in relation to other life choices. If you focused on occupational choices only, you would be forgetting other kinds of life choices — planning for other kinds of roles. That's why I'd like to put the two words together — Life-Career planning.

Prediger: Is it marriage planning?

Gysbers: Definitely.

Prediger: Or is it marriage planning in relation to educational-vocational planning?

Gysbers: For some people it could be simply marriage planning. But for most people it's probably the interrelationship of all aspects of planning. The point I'm trying to make is that, at one point in time, it may be just focusing on marriage planning, but at other points in time, it relates to other choices as well.

Pritchard: That's the way I see it, too. When the joint APGA/NVGA Commission on Career Guidance and Vocational Education was preparing its recently published paper on that subject, I advanced the same idea to that group. We should look at the current "lifespace" of the individual. That is, there's a kind of normative development as to the arenas of life that are particularly significant at given life stages. Then, idiosyncratically, as a particular individual moves through life, various arenas may be more critical than others. But in any case, they are interactive; you have to look at one kind of decision, one element of planning, one arena of life in conjunction with others as the individual needs it, rather than to segment things. This process involves personal counseling. Certainly, it would be much easier if I could just use the term career guidance or life counseling. I hate to compound the terms, but I agree with Norm — these considerations have to be put together.

We don't use the term "whole person" much any more, but that's what we've been talking about. Develop the whole person; we're going to guide and counsel the whole person. For example, there is one area to which guidance gave a lot of lip service, but on which we defaulted -- the economic area. We have to get back to truly guiding and counseling the whole person, making sure that people obtain gainful employment, that their economic needs are considered. So I'm saying that we have to create the opportunity to work with the whole person in relation to his or her significant life situations, including the economic, as the individual moves through time.

Walz: Dale, I want to be sure we have your point. You're saying that when career guidance is as broad as has been defined by some here, it's too diffuse, it's too hard to deliver on, right?

Prediger: Yes.

Walz: And Norm, you prefer to call guidance simply career guidance rather than use some other term, right?

Gysbers: Yes.

Moore: I'd like to respond to one thing career guidance is not, especially when it relates to life. Years ago we had a movement similar to life adjustment education. Some people said this was just another name for life adjustment education; and it does have some elements of it. But if you go back and look at life adjustment education, you'll find it's more like what I would call career vocational education. Norm has researched this and can document it better than I. But the point is that, in those days, the thrust was toward adjusting the person to "society" as compared to the current thrust of recognizing the "uniqueness of the individual." Today we want the person to become self-actualizing; it is in this sense that he will better society, not in the sense of "fitting in."

Walz: If we can move to another question, do we actually have anything like what we've defined? To what extent is it present not present in schools today?

Jones: What we found in our national study for the US Office of Education was that, in terms of the comprehensive definition, there is no such animal in the school today. People are working very efficiently to implement various components of a career guidance approach. The difficulty they have is in trying to put it together, to adopt what we would call a comprehensive planning approach — a comprehensive definition of the word career combined with helping a young person integrate his experiences. I don't think this exists in any school system that I've visited. And we certainly didn't document it in the case studies we did for the Office of Education.

Gysbers: I think what we're really talking about is the vision or image that we have right now. At this point in time I have to say, no, it's not in practice in a full-blown way. Brian is quite right, however, to suggest that elements of it are and have been introduced over the years. What we're really talking about is pulling this vision or image together.

Walz: To go from where we are to this kind of image, what would we have to do? What strategies and priorities would we need to adopt?

Jones: One very definite need or priority is to create an interface with the instructional system, to build in flexibilities so that if individuals are helped to plan their lives, they have opportunities to gain the requisite skills for following through on those plans and meeting both short and long term goals. This is an area where we're lacking. Most of the systems we've talked about this morning are systems of individualized instruction. We will get individualized education only when we put individualized instruction together with an individualized planning component. This can't be done solely by counselors.

Prediger: I would like to add another thought on where we are now. In a nationwide study of student career development we asked kids about different kinds of practices or career guidance activities — not the innovative stuff, but the everyday things we've been reading about for a long time, like plant tours, teachers relating their subjects to the outside world, filmstrips, occupational files and so on. We found that kids don't see much career guidance of any sort going on. If we're talking about the more innovative types of things, then we've *really* got a long way to go!

Walz: Do you think we will actually have the kind of

career guidance that many of you are describing here?

Gysbers: Not in the way many people presently conceive of it, because career guidance is still seen as having only an economic emphasis.

Moore: There is some danger of splitting education into an academic vs. career dichotomy. This could actually hinder those individuals who have a wide range of opportunities and interests. Career education might inhibit rather than facilitate the individual's decision-making process.

Pritchard: I'd like to suggest that, to the extent the terms "education" or "career education," in practice, come to mean the "educational system," formally defined, the proposition can be advanced that "career guidance" covers a bigger space or is a bigger umbrella term than are the terms "education" or "career education." In support of this, I'd like to offer two perspectives. One is that if the practical meaning of "education" comes to be delimited in the way I've described, "career guidance" must still encompass all kinds of programs and services from all kinds of institutions. Career guidance isn't just a component of career education or of education, but something that deals with individuals and their development wherever they may be, in relation to whatever institutions, through time.

One other perspective — we've got sex education, drug education. this and that kind of education, and we say guidance is in all of them. Well, then, guidance is the common denominator; it's a core to which we add additional kinds of information and resources. That's the second idea I would support for the purpose of widening perspectives. Guidance can, under certain circumstances, be usefully thought of as even broader than education — especially education in the formal, institutional sense.

Foster: This is, in part, what I meant when I said guidance is all. I, too, see it as bigger than career education. As a result, if we're talking about optimal development of an individual. we're talking about filling in all the gaps from a guidance viewpoint. Instructors have some objectives for youngsters; the guidance program has objectives for each and every one. all of them fitting together. We shouldn't assume, and I think Brian has said this. that youngsters have been given all the information and understanding necessary to fill in the gaps and do adequate planning. Guidance must see to it that all the gaps are filled. so that when the youngster is called upon to make a decision. he has the proper tools. I don't think guidance has reached this point yet.

Powell: I hope you will take some time to define terms for some dumb ones like me because I'm thrown by some of the distinctions being drawn between career education and career guidance and how this fits in with vocational education.

Walz: You can't do everything you'd like to do in terms of responding to a need; there has to be some sense of priority. From your different vantage points, what do you see as priorities? If you had your druthers, where would we direct our efforts to bring about this image we've created? You can deal with this from either a state, national, or local level. but what do you see as priorities?

Foster: Well. one of the problems in guidance in Missouri was that counselors were not able to come up with programs that showed themselves to be accountable. When they wrote objectives, I would say, "What are the outcomes?" and I'd get an answer like, "We saw so many youngsters." So, to me, the first priority is to identify student needs and then to begin planning in order to meet these needs.

Moore: We on[illegible] had a program image that was built around services. As we move toward an outcome orientation, one of the concerns many counselors will have is, "What makes us different from anybody else?" As the counselor moves toward instruction and as instruction moves toward guidance (and this is happening not only from our perspective but from other educators' perspectives), guidance loses some of its distinctiveness.

On the other hand, the counselor's role and function will become better defined because we will be looking at what the consumers and fellow educators say we're supposed to be doing. We will be attending to those responsibilities that are related to student outcomes. I don't think the counselor's functioning and the guidance program need to be synonymous. We ought to be aware that the counselor is not specifically equated with the guidance program.

Prediger: I'd like to get back to what Charlie said about determining needs, only I'd put it a little more strongly. I'd say, "Identify needs and then hit the school people over the head with them. Get their attention." What Charlie described as going on in Missouri is just this sort of thing. I've always been amazed that when I ask kids about guidance, I get almost a textbook description of what a guidance program ought to be. They'll tell me what *ought to be* happening versus what *is* happening. I wish we'd spend more time talking to kids and parents and the community about what *they* want.

Walz: Your major priority, then, would be to identify what it is young people want in order to create this guidance program we're talking about?

Prediger: You build your objectives on it, too. You establish needs and build goals and objectives.

Gysbers: We must look at the needs of students as they identify them, and at societal needs from the social critic's viewpoint, and then blend the two sets of needs together. Then we must assess where counselors are and where the guidance program is in the school — you need to lay the two side by side. I think this is what impressed me, Brian, about the Mesa, Arizona, program and how they approached that problem. They said, "Here are needs we've identified, and here's how the guidance program is delivering on these needs." The next step, then, if there is a discrepancy between the current program and student needs, is to ask, "How are we going to meet these unmet needs?" The answer is to change our present program of activities. Then those activities that are dictated by needs can be laid alongside current activities and we can say, "If we're going to meet the needs of our students, here are the priority career guidance activities; these other activities we are now doing, including many administrative activities, must receive a much lower priority or none at all."

Foster: Or who's going to do these things.

Gysbers: Or who's going to do them. That's fine. I'm not talking specifically here about the counselor. I'm really talking about the kinds of steps we need to plan for.

Powell: Something about this bothers me a little bit. I think you have to identify needs to know what kind of program you would like to see implemented. But when I think back to our school program, I don't know how much success we'd have had if we had tried to sell our program by saying to people, "You need a delinquency prevention project," and just quoting figures to them. The schools that disliked us the most, and there were some, were those who said, "What do you mean by telling us we need a delinquency prevention project? We don't, either." What we did was to sell our program based on what we were going to do for them — the administration, the teachers, the staff — based on their own needs assessment. I think you must consider the benefits of a program before automatically saying, "These are the needs."

Jones: That symbolizes what I think has gone on in education and social welfare for years. The problem counselors now face is one of establishing priorities for the use of their time and resources. We could get stuck with a delinquency prevention program, for example, because it is laid on us or because it was funded by a federal agency that put it high on its list of priorities for that particular year. The difficulty then becomes how do we establish some priorities? Hopefully, we can find clues to priorities through needs assessment data that can be translated into objectives.

Walz: Where do you stand, Brian, with regard to start-up priorities?

Jones: I'd change nothing of what's been said. Only I wish we could change the word "planning" to "planning and evaluation." I'm not sure we have to go into implementation immediately. Comprehensive planning activities actually expedite evaluation if they focus on an outcomes-based approach. I would also like to put in a major plug for what has been called "goal-free" evaluation. We're in danger of talking only about goal-based evaluation. We should recommend to counselors that, in terms of planning and evaluation, they should give equal emphasis to measuring: 1) the extent to which they are accountable in terms of the outcomes they set as priorities, and 2) unanticipated side effects, positive and negative.

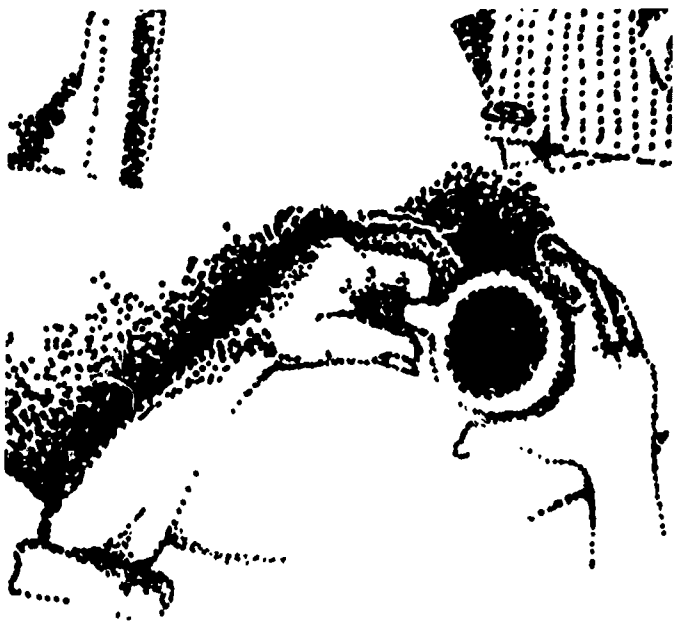
Moore: The term "preordinate" has been used to describe setting goals prior to program implementation. However, some benefits come from the process of goal setting itself — a cybernetic sort of event. You get new ideas and creativity from the side effects, those things that weren't really part of the goals. These can be fed back into the loop as additional goals. This is a way of using the program process to generate some new hypotheses.

Walz: Assuming that we really do this — we focus in on needs, we start to build programs from a needs basis and we're conscious of evaluation as we go along — what other kinds of priorities do you see?

Pritchard: At the very practical level of designing or adapting an instrument to survey the needs of students, staff, or whomever, we need to have a systematic approach for educating the people who are going to survey needs and establish objectives. Call it staff development if you will. What I mean is that they've got to have a conceptual picture. I think this is an important priority because if you don't have the right training — at least *concurrently*, if not *before* you set out to identify needs — I don't know what you're going to identify. I think another priority is to identify specifically the desired "level" of a program, as Earl defined levels in his speech today.* You may end up with only a "manpower level" conception of career development rather than a "level 5" conception, or something in between. Deciding which level you want is very important.

Gysbers: I would like to underline Dave's point — we can't move off it yet! I don't think you can just go off and do a needs assessment because needs are connected to the conceptual image you hold. They have to go together.

Jones: I feel a note of frustration right now; maybe you can help me resolve it quickly. I'm really concerned about another priority, and it's one that just occurred to me in the last two days. It's the priority for continued dialog, such as the one going on here. A dialog is necessary at the level of trying to see, professionally, if we can sort out the various alternatives that are being laid on people. When I asked Dale Prediger about job families, he said there are about 20 schemes, and basically, one's no better than any other.



Prediger: It depends on intended use.

Jones: I have a feeling that those that are empirically derived may have some major advantages over the others. I feel the same thing about the use of abilities tests, or needs assessment or the career units now being produced by non-profit research organizations and private groups. Part of staff development may be the process of establishing criteria. But I don't think our getting together here is really helping program planners as professionals. I assume, perhaps naively, that well-intentioned and capable professionals can dialog and reach their own conclusions as to which standards to apply to the things we perpetrate and recommend to people. Sometimes we try to be "nice guys" to others in the profession. We really don't come out and say, "Hey, I think that approach has some major problems." We should, at least, make this explicit to those people we are supposed to be training. Maybe this constructively critical aspect is covered in staff development, but it's a real frustration to me.

Gysbers: It's staff development for the staff developers.

Walz: It sounds to me like you're stressing greater evaluation efforts. We have dissemination of ideas and programs, but we're weak on evaluating them.

Jones: Yes, if you interpret evaluation along the lines of doing some basic or applied research on things that are being built into career guidance. In the study we did, we were astounded at how little evaluation had been done on some of the strategies used in the schools. My hunch is that a lot of the development going on is from the profit-motive point of view.

Gysbers: Let me take a stab at another priority that builds from what Brian is saying. It seems to me that there is a need for small seminars in which people involved in staff development and conceptualizing can share ideas. I think there may be a priority for some organization--government or state, or ERIC, or something of that sort—to sponsor small seminars to enable people to do more conceptualizing.

Moore: As a counselor educator, I felt uncomfortable today when I was confronted with the statement: "What are we doing for ourselves?." If we're going to give attention to any kind of preservice and inservice staff development, what are we going to develop? What are we doing for our own counselor education profession? The state department people are getting more done for counselors than the counselor educators are. We need to involve even more state department people and other leadership personnel—which might include companies, research organizations and others—in this area.

Prediger: I'd like to make a point with respect to inservice education. When I was a counselor educator about ten years ago in Ohio, we did very little with respect to what we called career guidance; we were also doing very little in our counselor education programs. Well, along came the vocational educational people. They started conducting summer workshops in career guidance and involved counselor education people from various institutions. Now, finally, people are beginning to wonder what career guidance is and want to get involved in it. We really need an NDEA program that will enable us to retrain existing counselors through institutes or summer workshops so that before they conduct a needs assessment or develop a program, they know what the heck it is that they want to look at out there—what career guidance or life career planning are all about.

Walz: We've spoken to the fact that we would like to see counselors get training in needs assessment and we've suggested ways of developing programs that undertake needs assessment. We've spoken to the need for greater delineation and specification as to what has worth. We've suggested that we need seminars to deal with conceptual ideas and translate them into practices and programs. Dale has spoken to the need for retraining counselors. Are there other specific priorities anybody wants to share?

Moore: A number of things have arrived, but they haven't been interrelated yet. Career guidance is here. Competency-based certification and competency-based certification and competency-based programs are also here. The career guidance thrust has to be combined with the competency-based thrust in both teacher education and counselor education. Competency-based guidance and counseling of the 50's will not be appropriate for career guuidance of the 70's.

Gysbers: To add a point to that—the word "competency" was used, and a series of competency standards were established in the late 40's and early 50's. Out of that came much of the course work for current counselor education. I think the point Earl is making, if I may interpret for a moment, is that we don't want to go back to that. It was a good move at the time; it accomplished a lot. But now when we talk about competencies, we've got to look ahead to tomorrow rather than retread a lot of old ground.

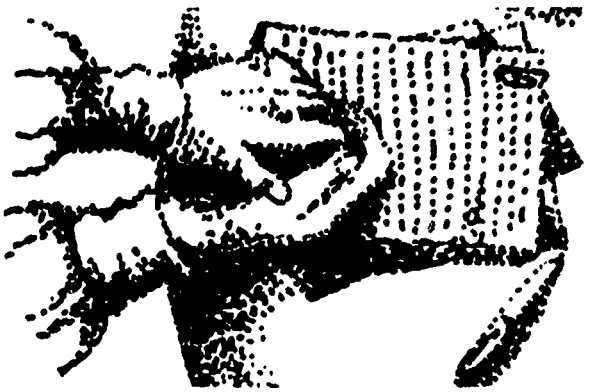
Pritchard: Referring to what both Earl and Norm said, it's been my observation over many years that there is a great gap between current thinking about guidance and actual prevalent practice. I've long held that a major reason for this, apart from what we've already said here, is the lack of a technology or instrumentation for guidance that is in tune with the image or concept of guidance we want to advance. The technology that's readily available out there in the schools, the employment services, or wherever you look, is the technology that, basically, came with the perceptions of guidance developed during the 1930's and 1940's. What is needed is a concurrent, consistent, and compatible development of new technololgy. ACT is doing some of this, as are AIR and ETS; that's good—that's the kind of thing I mean. But we've got to provide a new technology.

Moore: I am concerned about the way evaluation of guidance objectives takes place in our school systems. We need to relate counselor competency to our product evaluation. This relates to the technology Dave was talking about as well as to the personalization aspect. We're behind in measuring the career guidance objectives; we're behind in creating a counselor educati m technology.

Walz: As a concluding point, then, what do you see as the major obstacles or problems that confront us, that keep us from moving toward the kind of image we've described?

Fo..er: Two things . . . as Norm said, counselor education is moving from the competency-based form of the 40's and 50's to what we have now. But I'm fearful that what we have now is almost a conglomeration of nothing. I'm

disturbed when I get calls from new counselors who say, "Would you come out and help me get a program started? I don't know how." And I get responses from counselors, who say, "Would you keep sending your supervisors out? They did more for me in one day than all my counselor education courses did." This is a disturbing thing; so I think one of the things we must do is to examine the counselor education program and look at the gaps. Also, we need to provide good information so that counselors can utilize it at the local level.



Moore: One of my concerns is that with all the emphasis on career guidance, the counselor's functions and responsibilities will be watered down. Rather than building a career ladder, we start fractionating and creating separate specialities. Instead of moving toward better training and better people, we add pieces and bits; we try to plug up holes rather than improve our basic level of performance. This is a real danger. I think we need to attend to this very seriously in terms of counselor training, especially preservice training. We need to attract better people. In order to get better people, we need to examine alternatives to the current focus of counselor education.

Buckingham: One of my concerns in counselor education involves placement as an extension of guidance services. The people I've talked to here want to know what kinds of services their people should be getting—how do you involve future training institutions? How do you involve counselor educators? I feel there needs to be a bridge from the counselor education institutions to the people who are going to propose, plan or promote guidance and placement activities. This includes not only college training but training for employment.

Prediger: I don't know how much sense this makes, but I think one of our problems is thinking big but being afraid to start small. I keep coming back to the analogy that the Wright brothers didn't build the Boeing 707, nor did Henry Ford start off with a Torino. I get the feeling that counselors out there here all these grand plans and think, "That's great," but they're overwhelmed; often they don't even have time to do scheduling. It's a matter of shifting priorities, yes, putting your marbles someplace else; but maybe we ought to devise a model for counselors to "start small." I liked Earl's idea of five levels. But let's not try to start at level 5, for goodness sake, if you're not even at level 1. We need to give counselors some way to get going and then let them build on that. I think that's the best strategy.

Pritchard: I agree in a qualified way. The Wright brothers and Henry Ford did have a vision.

Prediger: You have to have a vision, but don't overwhelm people with it.

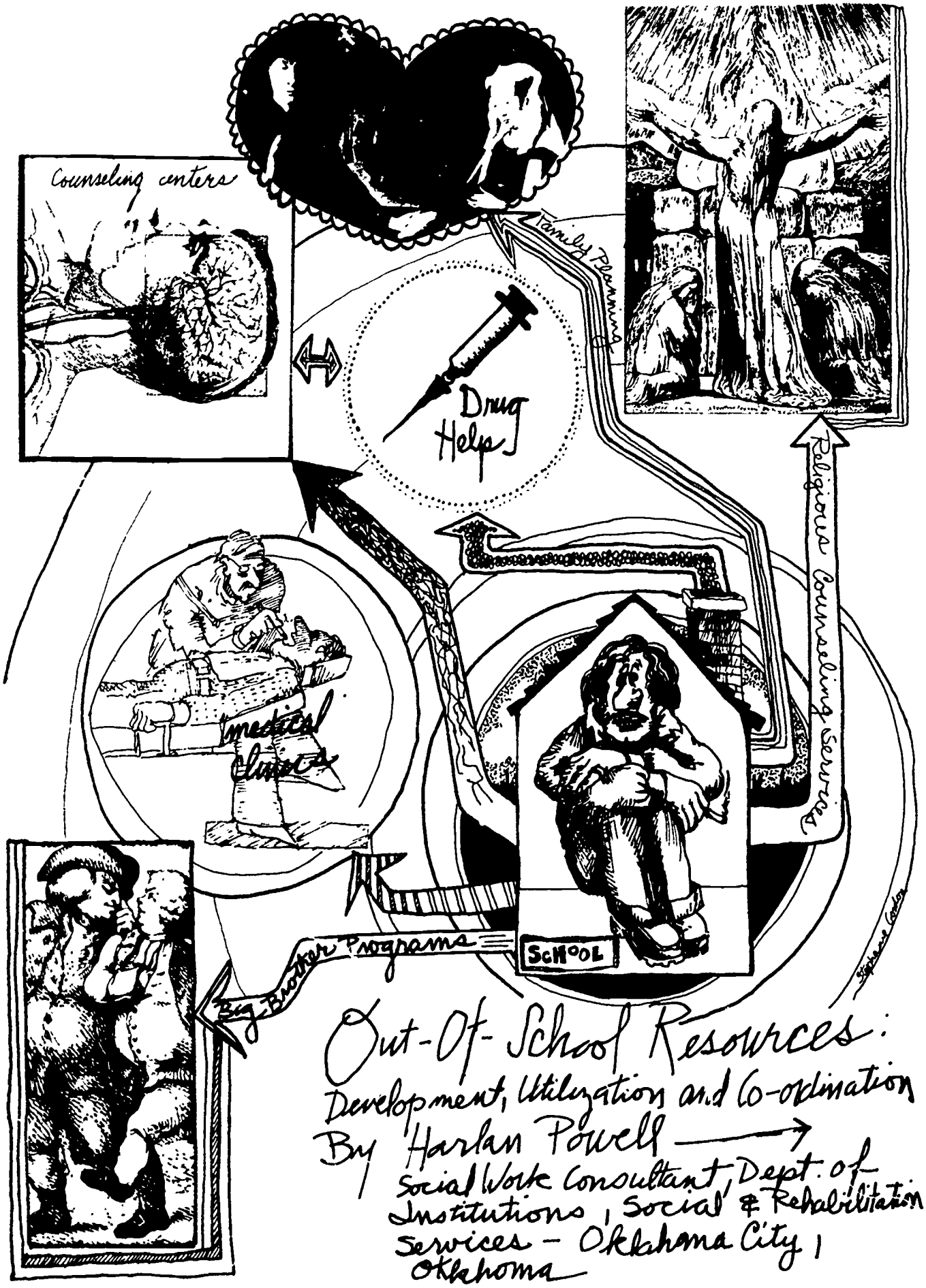
Gysbers: I'd like to come at it from a different perspective. I think, along with all these other things, that we need a clear, national priority for career guidance. This should include legislation that would provide for leadership at decision-making levels, in the US Office of Education and in all state departments of education. This may be an impossible dream at this point, but we must work in this direction until we can stimulate some mandates in state plans of action. This was done, for example, in Tennessee, where they said, "There shall be a counselor/pupil ration of 1 to 200." Until we get some mandates from the states, we're not going to see changes in the school's climate or in the school's administrative structure. I'm not suggesting that this alone will accomplish the job, but it should go hand in hand with all the other things we've been discussing.

Powell: Based on what I've heard at this conference, some of the barriers we might encounter would result basically from the lack of crystallized concept of what we're talking about and dealing with in career guidance. We have to alter and refine the counselor role at the local level; thus, the concept of that role must be very clear to start with. I don't have any grand ideas or schemes for doing it, but I suppose we could legislate it.

Pritchard: We're going to have to crystallize a line of thought; and we're going to have to sell it by using all the resources we have, from professional associations to governmental agencies to what have you. But we can't sell something we haven't crystallized.

Jones: We have to produce evidence that we're delivering on current, relevant promises. By relevant or appropriate, I mean appropriate to the career needs of youth. We need evidence that we're delivering in terms of specified outcomes related to those needs and in terms of unanticipated side effects. I'd summarize it with that.

Walz: I'd like to make a final comment. I feel a sense of historical perspective in what we're doing in this way: two things are vital if the kind of program or goal division we're seeking is going to be implented. One is the need for a breadth of conceptual and consensual support that will empower the program to resist faddish demands or smaller kinds of emphases. Second, discussions centering on life career development as an appropriate goal are very necessary. Until that philosphy has conceptual as well as consensual support, I think we'll see faddish kinds of changes coming in each year and becoming new priorities for that year—urgency rather than need frequently becomes an operational priority. Maybe through this kind of dialog and discussion, speaking to the excellence that Brian has referred to, we will, for the first time in education, be able to establish goals and needs that posses continuing import.



Out-Of-School Resources:

Development, Utilization and Co-ordination

By Harlan Powell →
Social Work Consultant, Dept. of Institutions, Social & Rehabilitation Services – Oklahoma City, Oklahoma

It is a pleasure for me to address the subject of the use of community resources. I am a firm believer in the value of the utilization of outside resources and do not believe that we can afford the luxury of failing to adequately utilize every resource available to us.

In a sense, I am something of an outsider looking in on the school system. My formal education is in Social Work, my professional work experience in Public Welfare. On the other hand, I spent approximately three years working at a state training school for delinquent boys and saw first hand, from the records accumulated on those children, the vast extent of those kid's failures in school. Detailed reading of these case records frequently revealed that the child's problems were first evident early in his school experience.

Somewhat later, in conjunction with a field placement through the school of social work, I served as a visiting counselor in the Oklahoma City schools. Later, while working in juvenile parole services, I managed to squeeze into some high schools, junior highs and grade schools, initiating some group work services in a preventive vein. Then for two years I served as the technical director of a school-related project, working closely with educators from the State Department of Education in several local school districts.

I'm convinced that the most fruitful access route to youngsters with problems is through the local schools. I'm not promoting basic changes in the structure or content of our educational systems—although others have proposed that—what I am talking about is change, a redirection of effort, in the role of school counseling and guidance staff. I think there's a better way for the staff to accomplish their objectives.

So, if I'm an outsider, I'm a sympathetic one. And sometimes an outside perspective can help people take a better look at themselves.

In Public Welfare we have caseworkers—lots of caseworkers. For 30 years we have worked on a one-to-one basis, trying to change people, trying to help them cope with their environment. About the time one client would be helped, another would take his place. Many were not, and are not now being, helped. (Caseloads boom.) Larger caseloads justify more staff.

Basically, we in Public Welfare continue to work on a one-to-one basis and basically, we have failed. Witness the turmoil over Federal Law and Social Services Regulations over the past year and a half. The public and their Congressional representatives wonder what we're doing. Oh sure, we have some group work and some community planning and other good things going on, but even in group efforts, we tend to look at individual change and "progress." And all these workers are our staff. We work with our caseloads and justify our jobs by the "progress" we make with these people. Now I would be the last person to knock casework, or be critical of agencies that add staff to provide these services. There is admittedly a need for these casework services. But there can never be enough professional staff in any agency to provide one-to-one services to everyone needing counseling services.

School guidance and counseling departments operate pretty much the same way as Public Welfare does. Caseloads grow during the year and students begin finding themselves on waiting lists. The kids the counselors like may continue receiving services even when services are no longer needed. Unless the school system adds additional staff, many students remain on waiting lists or receive only superficial assistance. All of this is understandable when you look at the budgets for guidance and counseling programs and at the number of schools to be covered. There are simply not enough funds or staff to go around. In Oklahoma, for example, elementary counselors are responsible for serving from three to five schools; and in most instances, schools have no access to an elementary counselor through the school system, which leads to my topic, Out-of-School Resources: Utilization, Development and Coordination.

Utilization of Out-of-School Resources

A very legitimate question to pose might be, "Why use out-of-school resources at all?" Why not simply expand in-school programs to meet the need? Enlarge school counseling staff, so that kids can get the services they need from school personnel

Well, from my admittedly limited knowledge, I think there are some very sound reasons why those proposals are not practicable. First are money and competition within the school system. The highest priority in any school system has to be the availability of quality teachers and more adequate pay for them. Most schools with funds available for staff will tend to look first at the desirability of hiring another teacher. Facilities also demand a high position in priority scale, and there are ongoing operational expenses. Second, (and this is certainly related to competition for money) is a general community resistance to increasing funds. Finally, school counseling programs, like counseling programs in Public Welfare, are frequently challenged as to their effectiveness in terms of future adjustments of the student or client. We have a difficult time measuring success.

In spite of reasons for using out-of-school resources, such use may be seen by one's own staff as a result of a deficiency in their agency. Staff ask, "Why can't we provide this service adequately through our own agency?" Using the resources of other groups and agencies in a community may be seen as a last-resort situation.

I think we have to change that mentality, because I would like to assume the position that use of outside resources is the *method of choice*. My reasons . . . I believe that the use of outside resources is of benefit to the referring agency—in this case the school. I believe that the use of outside resources is of benefit to the student. And, I believe that a policy promoting the use of outside resources is of benefit to the coummunity at large.

The School

When a school is able to tap community resources to meet the needs of its students, there is an attendant reduction in the need for expanded school staff and expenses related to that expansion. This allows for fund expenditures on other priority functions within the school system.

Utilizing community resources, in effect, brings "new blood" into daily contact with the school system. There are many competent, professional, semi-professional and lay persons in our communities who can bring new and innovative ideas and approaches to their local schools. All highly bureaucratized organizations tend toward a closed system and resist outside influence. Resisting

these influences is ignoring reality, and how can we hope to meet the needs of students when the educational system is perceived by them to be only partially real? The feedback and stimulation given to schools through the use of outside resources is a valuable source of ideas, information and evaluative data

(I'm not here just pointing my finger at the schools, for Public Welfare Departments, Health Departments, State Employment Services, etc., all tend to become closed systems, protecting themselves from outside static.)

Public Relations and Communication

The school further benefits from the use of outside resources by virtue of the fact that such outside contact makes others aware of the problem with which you deal daily: reading deficiencies, behavioral problems, career planning, job placement, vocational education. There is no better way to secure a person's support (moral and otherwise) than to ask his help in solving a problem. By using him or his agency as a resource, you make him aware of the school's problem, and he has the opportunity to clarify any misunderstandings he may have about the school. In short, you and he will communicate.

There is another side to this point. When you initiate contacts with outside resources, you discover the intricacies of other agencies' policies. You find out who can receive which services and under what circumstances. You gain a healthy respect for the other bureaucracy and its shortcomings as well as a greater appreciation of what they are trying to do. Through interaction with them, you discover how you can better use them as a resource. One of the biggest payoffs in the use of out-of-school resources is that once you and they understand each other's program and objectives, you are both in a better position to articulate services *that are needed, but not available*. And it is in this area that expansion of staff and program *should* occur in both the school and the larger community.

The Student

The student, hopefully, is the person who receives the primary benefit from the use of out-of-school resources. Students have a variety of needs, and only the naive would expect that an individual counselor could effectively meet the needs of all students. Health, family or personal problems may build barriers to a successful counseling relationship. Perhaps, as we often hear, the student just doesn't like the school counselor (or vice versa). With a broad range of individual needs possible, the student deserves access to the most suitable of available resources. One of the more obvious benefits of having the counselor refer the student to a community resource is more rapid access to services. The counselor can "shop around" various resources using a telephone until he finds an agency that can provide appropriate services to the student. Waiting-list time need not be a factor in service provision. If a waiting list is inevitable, the counselor can frequently reduce the student's waiting-list time by assuming a role of aggressive advocacy.

The student benefits in another way. Through exposure to community services by a referral to a specialist in another agency, a student learns that community services are available to him later on. If he is having problems now, is it not likely that he might also experience problems in the future? Why not, as part of the educational process, teach him how to use the services that are available to him and his family in the community?

Finally, in relation to how a student benefits from the school's use of outside resources, it seems critical to me for today's youth to sense that the community at large is concerned about kids. Our country and communities are experiencing trying times, and young people feel the frustration keenly. We don't need bickering between staff members or agencies! We need to mobilize community concern and efforts to demonstrate to kids that we care about what happens to them. To an extent, this can be accomplished by helping students find their way to other service resources. The student can then see that trust and cooperation between public insititutions is possible, knowing that he has benefited as a result of it.

The Community

In addition to the school and student benefiting from the use of outside resources, the community itself is a beneficiary.

Monetarily, each community, in whole or in part, funds its private and public service agencies. The community has the right to expect these organizations to draw on every expert opinion available in order to make the most efficient use of community funds. When this happens, the community is able to allot funds to other needed activities.

When the schools open up to the community, they give individual members of that community an opportunity for involvement in the local school. Given this opportunity, individuals and groups may profit from contributing their efforts in the school—as volunteers, perhaps. The result of this involvement in the school is a greater awareness and understanding of one of the basic institutions of the community, and the community benefits when its individual members contribute to these basic institutions.

A "sense of community" may also be a result of agencies using one another as resources. Because its constituent parts are functioning in harmony, the community develops a sense of interrelatedness and sharing of mutual benefits. We have all lived in towns and cities where such a feeling was present and we have all lived in

places where it was absent. Many communities speak freely of a "civic pride," which truly exists, while the term is never heard in other communities (save at the Fourth of July picnic.)

Perhaps this brief dissertation on why schools, or any other agencies, should make use of other community resources sounds rather obvious or elementary. The point I wish to make is that there are extensive ramifications to such a simple concept. My experience with a two-year project in Oklahoma suggests strongly—to me, at least—that school-based personnel, acting as service coordinators or advocates for students, can, in fact, produce many of the benefits I've mentioned. In most instances it was a matter of just one person who, in seeking out services for kids, drastically shook up the patterns of interaction among many systems within the community.

The Project

The project to which I refer was called "Community Services Coordination in Elementary Schools" and was funded through the Youth Development and Delinquency Prevention Administration in HEW. Most of what I've learned about schools, communities and the effects of inter-agency coordination is a result of that project. The results of that relatively insignificant project far exceed the greatest expectations of those planning it.

What we did was place a B.A. level social worker from the Oklahoma Department of Institutions, Social and Rehabilitative Services (Welfare Department) in four elementary schools in widely separated areas of the state. Our target group was every child from kindergarten to third grade in the four schools. The State Departments of Education and Mental Health cooperated in both the planning and implementation of the project, and each of those state agencies provided a part-time consultant to the project.

The social worker was called a Service Coordinator and was the "leg man" in a referral process. Teachers identified children with some identifiable problems, and after screening of the referral by a service committee at the school, the coordinator acted on the recommendations of the committee. If counseling was recommended, the coordinator rounded up a counseling resource; if health problems were evident, he secured medical attention. Follow-up was accomplished in two to three months. (Actually, I've left out one very important step. Before referral to a community resource was effected, the coordinator contacted the child's parents to make them aware of the problem and to enlist their support in doing something about it. If the parent refused the offer of help, no further action was taken.)

During the first year of the project about 20% of the children in the target group were referred to the coordinator; by the end of the second year, the referral rate was up to 33%.

Based on the best measures (and sometimes, admittedly, on educated guesses) we apparently achieved most of the stated goals and objectives of the project, including, an apparent, significant reduction in delinquency potential of children referred, greater teacher awareness of the problems children experience, expanded use of community resources, both by the coordinator and teachers themselves, greater neighborhood involvement in the school; expanded use of outside consultants in the school.

More concretely, some of the things we did included:

1. A "Teacher's Worry Clinic" in which a psychologist from a local agency met monthly with teachers to discuss children causing the teachers concern.

2. A tutoring program utilizing volunteers from a church in the community, VISTA workers, and Future Teachers of America club members.

3. A Big Brother-Big Sister type program involving volunteers from a local university.

4. Five different counseling groups, four for students and one for parents. One of these was conducted by the school's regular visiting counselor, two by social workers from a private agency, one by school personnel not normally engaged in group work, and one by a psychologist from a state agency.

5. A Community Club, a group of interested citizens, who involved themselves in the school's program. They sponsored activities at the school, provided manpower for constructing an educational aids room, and bought playground equipment.

6. Local civic clubs provided funds for workbooks for students who needed them.

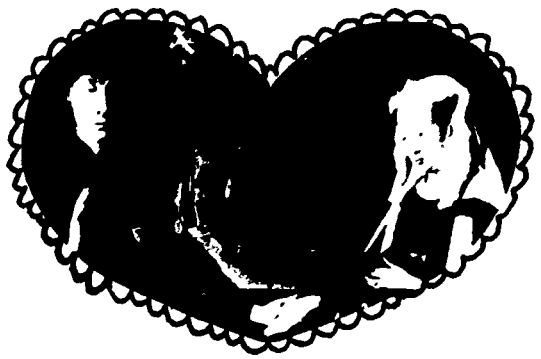
7. A School of Nursing assigned senior year students to a school as a field placement.

8. Consultation on dyslexia was provided to school staff by a university-affiliated specialist.

9. A 4-H Club program was introduced into a school, providing a constructive experience for the boys and girls.

10. Documentation of the need by means of referrals to a coordinator convinced a local school board to employ a learning disabilities teacher and a paraprofessional for in-school tutoring.

These programs represented dramatic changes among the school, neighborhood, and community resource systems—for either entirely new programs emerged, or systems were required to change in order to accomodate existing community services, which were new to their structure.



unmeasured, but nonetheless evident, was the fact that many available services became *more available* by virtue of the coordinators' advocacy on behalf of referred children. "Waiting-list" time was reduced, red tape problems were minimized, and routine follow-up requirements insured that agencies would be asked to explain failure to execute agreed-upon service plans.

I was recently asked, "What size caseloads did the coordinators carry?" Well, they didn't have caseloads. They took a referral and "went with it," until they found a

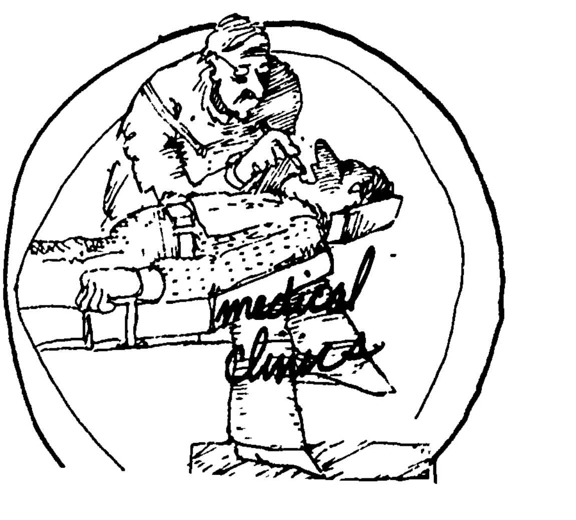
resource. We operated on the assumption that adequate resources existed—either in the form of an organized agency or group, or in a dormant state, waiting to be developed.

Service coordinators did not counsel. If counseling was called for, it was arranged. Not having to meet the demands of a full-time counseling caseload, they had the time to help mobilize community resources, and develop services to fill gaps in available services.

We found that the key to the whole process of utilizing community resources was the teacher's referral of a child with a problem, any problem. Given a sound referral from the teacher, it was fairly evident what was needed. If the teacher saw the problem at school, generally the parent was well aware of it and was willing to cooperate.

If there was a secondary key, it was a coordinator who worked effectively with adults. That's right, adults, not children. In the advocate or coordinating role, the coordinator required skills that were related to working with agency representatives, college students, teachers, or civic groups. Obviously it was helpful when the coordinator worked well with both children and adults, but the critical skill was being able to meet with adults who could arrange for or provide services.

What generally happened was that coordinators found, within an agency, one or more individuals with whom they could discuss problem referrals and explore ways to obtain services. Occasionally, it was possible to arrange for the service provider to come to the school to administer those services.



Development of Community Resources

The business of tapping community resources inevitably resulted in running up some blind alleys. Sometimes it simply was not evident where or who the resource was. At this point, coordinators did one or more of three things: First, they tried to utilize alternative resources which could impinge on the problem, if not deal with it directly. For example, maybe the service committee would recommend psychiatric treatment for a child when there was no such resource within 100 miles. As an alternative, the coordinator would try to arrange involvement with a big brother or big sister, a group activity such as Camp Fire Girls, or maybe a tutoring program. While these activities would not deal directly with the underlying problem, they might help the child to cope with his more immediate needs. Second, the coordinators might contact the state office for possible use of other statewide resources. In the above example, it might be possible to secure help through the project consultant assigned from the State Department of Mental Health. Or, third, they might develop a new resource. Again, the key here was the teacher's referrals.

While the primary focus of our school project was to secure services for kids, we soon found that a natural by-product of the referral process was that coordinators became knowledgable of available services and of gaps in services. It's one thing to discover a gap on paper, and quite another to find it because you've got a kid who needs a service.

If one wanted to focus on the development of resources to fill gaps in services, the best place to begin would be with a kid with a problem. The referral process is a medium for developing necessary skills and knowledge for resource development.

Through chasing down a possible resource, you come in contact with agencies and persons interested in related services. You find out about sources of funds and policy matters, and you discover sources of manpower. You also learn if and where opposition exists and why.

After a week's worth of hard leg work, one of our coordinators would be extremely knowledgable about a particular service need, and thus, in a position to develop a strategy for organizing support for a service.

When our service coordinators did encounter opposition to a needed service, it was generally in the form of apathy—someone sitting behind a desk with no inclination to change a policy or procedure. It was in these kinds of situations that a strong advocacy role showed positive results. A coordinator could ask: "Well, if you can't change this policy, who may I talk to who can?"

The coordinator had the time to sit outside an office all morning or afternoon in order to wait for an interview. Backed up by teachers' referrals documenting the need, the coordinator had valuable ammunition for support of his position. Prior contact with other community resources enabled the coordinator to explain why the service was not available elsewhere.

I don't want to overemphasize the things coordinators could do in the face of opposition. Because in fact, most agencies and groups were very receptive to ideas that could help them extend their services to kids needing help. All we usually had to do was ask.

When I wrote up the final report on that project, I went through copies of all the referrals we'd received over two years, and without listing duplicate contacts or similar agencies in different communities, I listed two pages of agencies and other resources contacted by coordinators. We asked a lot of folks for help.

Coordination of Services

In a power relationship, where one agency exerts a strong influence over another, the weaker party can thwart that influence by a passive, hostile resistance to the wishes of the stronger party. It's like the supervisor-supervisee relationship; the 'visor can force a certain compliance, but the 'visee can effectively undermine the objective of any directive he wishes, sometimes blatantly.

Effective coordination of services requires a willing cooperation—a recognition of mutual benefit. And for programs involving state agencies, that willing cooperation must begin at the state level.

I'm not sure just what it takes to get that cooperation. There is so much involved, competition for legislative appropriations, political subtleties, personality factors, federal priorities, time of the year. But I do know what it took in Oklahoma for our little school project.

First, it took a two-year, statewide study of youth problems. That was done by a delinquency planning unit in my agency, funded by a YDDPA grant. It took a hard look at youth problems, beginning at the pre-school level and continuing to the young adult. It looked at delinquency as a problem requiring a continuum of services over an extended period of time—from potential delinquency through the need for change in institutional care and parole. That study was called "Youth in Trouble—A Shared Concern," and the members of the state council that directed the study included representatives of influential state agencies.

So there was a comprehensive, cooperative statewide plan, based on a sound study. Then there was a child psychiatrist, a planner, and a state superintendent of public instruction who talked to one another. There was also a state agency which agreed to be the lead agency and obligate staff, some congenial consultants, and the solid support of federal officials.

Then, if I'm properly informed, there was a rush telephone call from one of those feds. He had to have a decision right then on which of a couple of programs we wanted funded—we couldn't have them all. And someone told him the wrong one! I hope it doesn't take so much luck to secure this coordination when agencies know what they want. But I think it does require a fairly comprehensive plan or philosophy; and I'm afraid close personal relationships between key persons is essential. Coordination and cooperation require each party to delimit his prerogatives. Before powerful people will willingly do that, they must trust each other.

We had written commitments from the state directors of mental health, of public instruction, and institutions, social, and rehabilitative services to cooperate in our project. We also had their personal commitment. My agency provided a full-time staff to implement the program, and the other agencies provided consultants, who spent one-tenth of their time on the project.

We involved local school systems in the implementaton, asking them to select specific schools, and insisting that the local principal approve our selection of the coordinator. The educational consultant and I visited each school. Only school systems that wanted the program were considered for final selection.

On the local scene, we coordinated services at several levels. We found that, frequently, in-school coordination had been ineffective. For example, a child was referred by a teacher to the school psychologist before our project began. From the teacher's viewpoint, nothing had happened. The next year, another teacher referred the same child to the service coordinator.

When the coordinator pulled the student's cumulative record, she found the previous year's referral and an extensive psychological and medical work-up. It had been recommended that the child be placed on a half-day school schedule and treated on an out-patient basis at a local psychiatric clinic, or if this did not produce the expected results, in-patient care was recommended.

Apparently no one had assumed responsibility for pursuing these recommendations, and the teacher had not even been informed of the report. Our coordinator contacted the child's teachers, psychologist and family and began implementing the recommendations—a full year late. With our help, the teacher, principal and other involved staff received written reports of the disposition of referrals as well as copies of follow-up reports. Additionally, the coordinator was officed in the school and thus, was immediately available for verbal discussions.

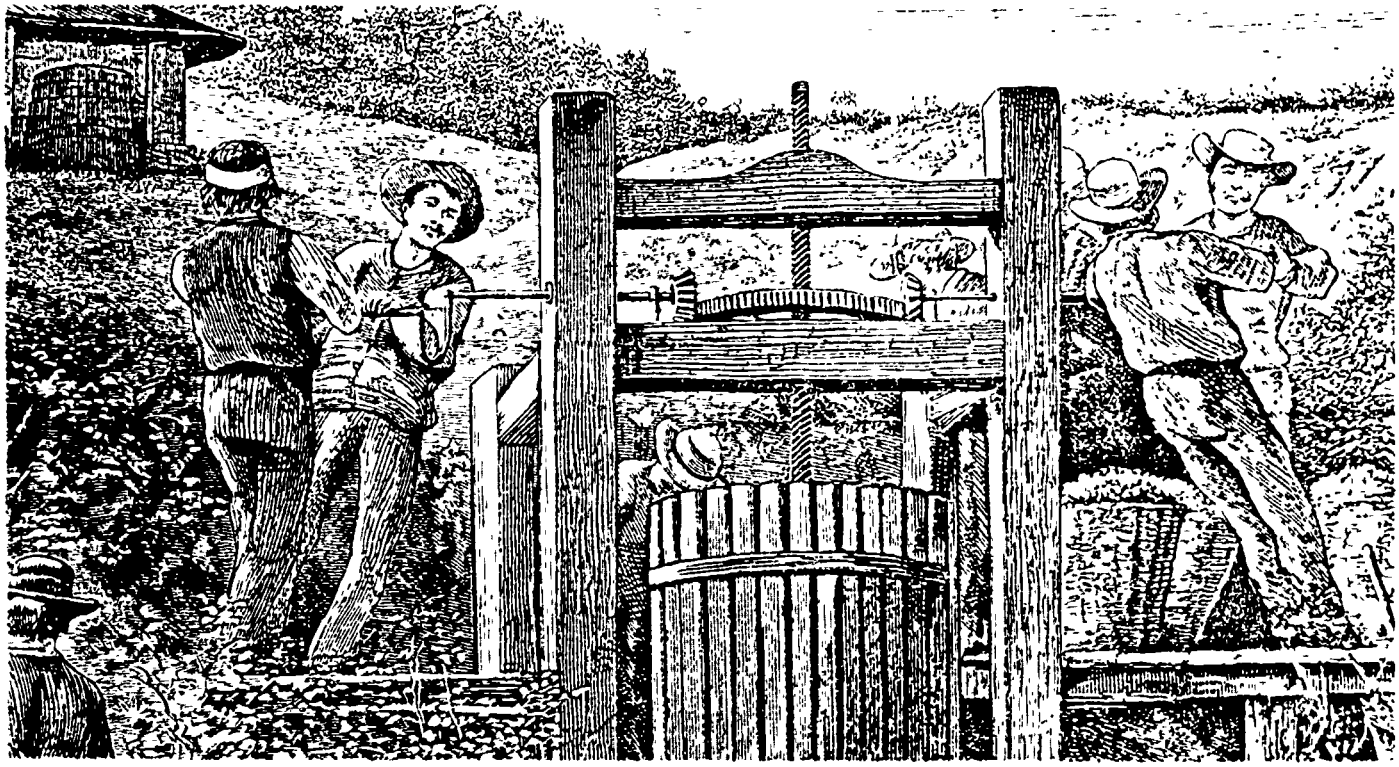
You know, agency personnel managers should be thankful that they don't lose more field workers as a result of "death-by-trampling" under the feet of other social workers, public health nurses, visiting counselors, court workers, attendance counselors, aftercare workers, volunteers and rehabilitation counselors. We all work with the same people, and the traffic in and out of their homes is considerable. Yet, seldom does the right hand know what the left hand is doing. This is not effective use of community resources, so we tried to find out which agencies were involved with the student and family and in what capacity. We didn't try to ramrod, or direct anything like a massive "team effort" (although that might not be a bad concept); what we tried to do was to encourage the various agencies to communicate with one another in relation to the family.

Questions of violation of confidentiality inevitably arise in these situations and they should. No one should reveal confidential information without the client's permission, and even where it is not illegal, established agencies should not casually release information to each other. But helping professionals can obtain signed releases, request specific information from other agencies, and guarantee confidential treatment of the information in writing. Coordination is possible if someone has the time to work for it.

The Coordinator's Goal

In conclusion, what I've come to see through our project is the far reaching impact one person can have by following a relatively simple referral process. Freed from performing administrative and clerical chores (and given a transportation allowance), a counselor can mobilize community resources so more students can receive better services.

I'll close with the postulate that the epitome of success would be when the coordinator could arrange for a volunteer, clergyman, or other community worker to come into the school—and do the job for him!



Selecting Resources and Materials: Like Fine Wine

by Garry R. Walz

As I was researching this talk on selecting career resources and materials, I found that, again and again, authors use a vintage wine analogy in discussing the subject. Are today's career resources old wine in new bottles? Or do we really have new wine in old bottles? I was curious as to why this analogy appeared with such frequency. My first inference was that maybe career resources drive people to drink. The more I thought about it, the more I felt this idea to be on target, considering the enormity of the task of selecting resources. I actually do see some similarity between the process counselors go through, in trying to identify which resources are available and which of these may be particularly appropriate for a given program.

First, if you want to select a special wine, you need to consider a variety of wines and their special characteristics. The choice is a function of personal taste. When gourmets select a wine they consider not just the wine but the menu—the associated range of foods and experiences—as you, in selecting career resources, consider the resource not just by itself but in relation to what you have in mind for your particular program. And, of course, anyone making a selection must consider cost.

As career specialists we must be connoisseurs of career resources. We must bring to the task of choosing materials the sort of elan and discrimination involved in wine testing. The process the skilled wine selector uses is analogous to the task confronting us, for a good wine tester uses a threefold process of decision-making.

First he judges the appearance of the wine. He may hold a filled wine glass to the light of a candle, or observe the wine under special lighting conditions. Similarly, a counselor in looking at a career resource, seeks an overall impression and, in closer scrutiny of details, looks for clarity. As with some wines, looking through the glass is indeed a dark experience—some of our career resources are very cloudy. The second test of a wine is its bouquet. The connoisseur swirls the wine in the glass to release its aroma and effervescence, to experience it more fully. A counselor goes through a similar step —using and getting involved in career development materials, making discriminations among them. The third aspect of the selection process is taste. The counselor tries out the resources with students to see if they are in line with program goals.

Building on this process, let us consider how we can become connoisseurs of career resources. Sometimes we are more enamored with the grand design of a career program than with developing the resources we'll need to deliver that design, and invariably the toughest part of any program is developing resources. We should never

denigrate the impact of the program developer. The success of programs often hinges on one person's ability to scramble, integrate, coax or bulldoze programs through to make them go. Both the program developer's choice of resources and his personal contribution to capitalize on the resources are crucial. These lead to the experiences that determine outcomes for students. What are the resources and experiences that lead to the kind of outcomes you have in mind?

I would like to share with you some of the criteria I think are important in making career resource selections and then to end with a few choices which my vantage point as an ERIC director has led me to prefer. They may act as catalysts for you in developing criteria for selection; clearly defined criteria are prerequisite to choosing either a wine or a viable resource.

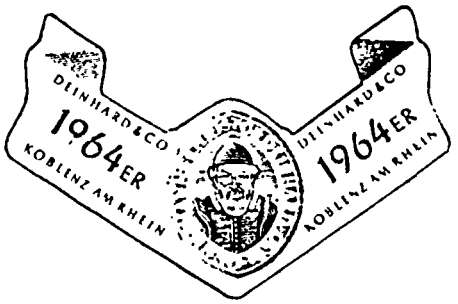
Part of my rationale for developing criteria is that many hitherto untapped resources can be uncovered if explicit requirements are first established. If you have unlimited funds, you can probably find something better. But I still have a sort of Depression-worn attitude that encourages resourcefulness and making good with what you have—being creative and successful with what is available.

My first criterion for judging a career resource is *simplicity*. In my judgment material is suspect if it is not readily understandable. Many intricate, detailed programs come through our ERIC clearinghouse; when we follow them up later to see if they proved responsive to the community, the staffs involved or the students, we frequently find that the program disappeared along with its originator. The idea that was bought was not thoroughly understandable and, therefore, never materialized. In examining a career resource, question whether you can readily understand it. Can you explain how it works?

My second criterion is *process reinforcement*. A critical aspect of a career development program is the process the student goes through to achieve desired outcomes. The participant's attitude in the learning experience fosters or hinders learning during that experience and affects his or her views on subsequent career education opportunities. Many of us have encountered individuals who went through career education programs and received impressive amounts of information but did not find the experience intrinsically rewarding or satisfying. Career development and career education were not a high in their lives, but a putdown; they had only minimal motivation and desire to become involved in the program. I can point to a number of schools and systems where this has happened because there was not enough process reinforcement as individuals progressed through programs.

Coleman, in his research on what makes the difference in a person's being able to learn and to cope, found that the extent to which an individual felt he was controlling his destiny, managing his learning—his sense of agency—contributed positively to the success of the experience. In developing career resources we must consider the extent to which they leave an individual with the feeling that he has been doing something important, exciting and involving. You can judge the process reinforcement of resources by evaluating the amount of participatory learning they provide as compared with information-giving. Many resources have high information content but offer little opportunity for participation and decision making. Some are so well organized that students going through the programs do not need to make a single decision on their own, all decisions are arranged neatly and perfectly before them. The process itself fails to reinforce the desired behavioral outcomes.

The third criterion we have found important in the review of material at ERIC is the opportunity for "*significant other*" *involvement*. Do the resources provide for the inclusion of people influential in the development of attitudes and behaviors? Resources are outstanding to the extent that they bring together a variety of significant others—parents, friends teachers and community members. Others are encapsulating, with little opportunity for planned input from other sources and other people. The fourth criterion is life development



rationale. Career resources have come a long way from the original materials. They were choice- and price-oriented with the underlying assumption that the person presented with career information would make a fairly immediate choice, frequently under pressure, because that was the time the decision needed to be made. Today we have a greater appreciation for developmental approaches, such as the idea of developing competencies. We look for career resources that approach career development as part of total personal development, with career and personal elements closely interrelated.

My fifth criterion is *customization and implementation*. To what extent do career resources lend themselves to local use? It is increasingly difficult for systems to adopt large, well-organized programs; such programs necessitate operating by their own rules rather than by the rules of the local adopting insitution. Schemes to develop massive national curriculums, which were supposed to change subject matter in various fields, have been blocked because of problems encountered in trying to design course content that can be adopted in toto. Serious local problems have frequently prevented such use. Given where we are in many systems today, it is important for resources to lend themselves to tailoring, to individualized utilization. Design must be flexible enough to allow for manipulation.

My sixth and final criterion for assessing career material is the extent to which a resource provides *feedfore*. Evaluation programs must focus not simply on looking backward but on how we will deal with future conditions. We do not face generation gaps anymore, we face era gaps. Look at the difference between a freshman and senior class. In a world of change like this, in a time of future shock, even a few years can make dramatic differences in an individual's experiences. To make adjustments in a career program we need feedfore—a more concurrent kind of input than we needed in the past when

conditions were stable and we had the luxury of relying on the same research results for several years. In research studies today we experience enough change in the situation in which the learning occurred and in the nature of the people for whom the learning was intended that generalizations from the investigations become risky, tentative, short-lived. Career resources must pertain to conditions that are to be, rather than to conditions that have been.

So much for one person's criteria, one person's tasting tips for choosing among available resources. How about looking at some resources? What I would like to do now is to show you around my wine cellar of preferred resources and tell you why I think they are resources you should know something about. Many of them may be old favorites of yours; some of them may be rather new. But in any case, these are ones you may want to sample in making your own final decisions.

I will begin with a few aperitifs. An apertif, as you know, is a gastronomic device for making one appreciate more what will come later. Some career resources are of this nature. There is much discussion today about career information for counselees or learners, but there has been relatively little discussion about career resources for counselors. Such resources serve the purpose of educating, renewing and informing counselors and educators, making them more effective in their delivery of career education.

About seven or eight years ago, Congress became alarmed by numerous studies which showed that the millions of dollars being spent in educational research had little effect on educational practice.

An analysis of the situation revealed one of the problems: this country had no effective way to disseminate information of an educational nature. The sciences had extremely well-established national information systems, but education did not. ERIC, the Educational Resources Information Center clearinghouse system, was created in response to this need. It has become the world's largest educational information system, housing well over 100,000 documents.

Entirely federally funded, ERIC is a way of saying we want to make information available to people so that when faced with a problem, they can retrieve all the information available, directly and a low cost. Two clearinghouses are organized to be particularly responsive to your needs in terms of career resources. The ERIC Counseling and Personnel Services information center at the University of Michigan has responsibility for processing, analyzing, and disseminating information in the area of career guidance. The center on Career Education located at Northern Illinois University has continuing responsibility for adult, technical and vocational education. In terms of the development and acquisition of usable resources, your best single resource is ERIC.

I say this because so many of the programs funded with the goal of developing materials and resources are input into ERIC. Typically, the generation of program materials is so prolific that no commerical publisher would want to undertake the cost of reproducing them. Thinking in terms of utilization strategies, if you gave ERIC just ten minutes a day, you would become an extremely knowledgeable person. All you would need to do is read the 50 to 100 or 200-word abstracts directly related to career guidance that are reported each month in *Research in Education*. This procedure would keep you informed of the most current resources available. If you wanted to set up your own information utilization system, you could give your staff copies of the abstracts of each monthly journal. If everybody read them, it would have a snowballing effect, building an enormous fund of information on recent materials and their possible uses. A lot of you know ERIC and talk about ERIC, but how many of your regularly read the abstracts in a planned, purposeful way for self renewal and self education? It takes very little time and is an excellent practice.

But even excellent resources are flawed because of the nature of information systems. Probably the most basic generalization people can make about them is that unanalyzed information has relatively little impact. Simply providing people with more basic information about experiences or projects is, in many ways, not useful. If you come to me and say, "We have a secondary career guidance program, and we're interested in values clarification," it won't be very helpful to you if I say, "Well, here are 100 documents ranging in length from ten to 200 pages that speak directly to that question." I would be giving you too much information and screenwork. I expect you would be more interested in some form of analysis and selection that highlights those items with particular meaning and utility. And you would want it to be attractive and readable as well.

This is precisely the reasoning our ERIC clearinghouse adopted in developing not another journal, but a magazine, *Impact*, in which one of the major focuses has been career development and guidance. It is intended for those in the helping professions who are concerned with bringing about change and innovation in individual and institutional behavior. What we have tried to do in working with people about the country is to transform sterile information into concrete, usable knowledge you can incorporate into a program. Thus, a second aperitif is *Impact* magazine.

A third is a prospectus for a Life Career Development System developed over the years by a number of people who have worked on career development and career guidance projects and programs in consultation with schools, under federal grants, and so fourth. These people got turned on about what they thought a career development guidance program should be. The prospectus was not funded by outside agencies but is the contribution of the time and effort and resources of these people. It is the result of an attempt to design and integrate a career de-

velopment system adoptable in a wide variety of situations. We believe it has impact in terms of learner behaviors, attitudes and feelings about their experiences. It is another approach to life career development we are very excited about, and those who share some of the goals and interests of this system are working with us on further development.

A fourth aperitif relatively new on the scene is the National Career Information System. Presently located in APGA, it grew out of some of Frank Burtnett's research. Frank is here and will say a few words about it. I think it is creative and innovative; it is largely counselor controlled with a lot of counselor input.

Everybody is looking for a basic sort of resource. Three years ago Bob Taylor, director of the Vocational and Technical ERIC center at Ohio State, and I observed that was no elemental handbook of guidance methods was available in the career area. If you were interested in bringing about a certain result and wanted to know the available resources in a given area, where would you get definitive information? Under funding from the Vocational/Technical center at Ohio State, Michigan and Ohio State collaborated on the development of a resource called, *Career Guidance: A Handbook of Methods* (Campbell, Walz, Miller and Kriger). It was an attempt to survey all existing information systems and procedures and put them in a usable, easily retrievable form. Most of the documents listed in this guide are available through ERIC, so retrievability is not a problem. It is fairly elaborate and inexpensive. There is, of course, no such thing as a truly comprehensive guide that covers all resources; we can only approximate that. But this is a new attempt, and I suggest it as a fifth aperitif. (I might add that although it has been published through a private publisher, no profit or gain accrues to any of the authors involved.)

One last aperitif is a product of National Vocational Guidance Association funding and motivation. *Career Guidance For a New Age*, edited by Henry Borow, is one of the finest books in the field. Contributors include some of the people most active in career development and career guidance around the country. Covering rationale, resources and programs, the book is one of those references you should have on your desk not more than an arm's length away.

Enough aperitifs—let us move now to some old but still very exciting and essential resources. Some of these may be very basic and familiar to you, but I like them because they have certain characteristics that recommend them to us. The "North Dakota Exemplary Project in Career Education" is an exciting K-12 career education and development program. It holds up well under scrutiny against the criteria described before. It is a program that does not make elaborate assumptions with regard to resources and change. It is a stringent wine, but very full-bodied.

Another book I would recommend is *Career Guidance: Practice and Perspectives* written by a consortium of people from the University of Missouri and Ohio State University. I am very impressed with the conceptualization and delivery they have done on the career—conscious individual. It represents the most recent crystalization and focusing of the thinking of people like Norm Gysbers, Harry Drier and Earl Moore. It has a great deal of adoptability and visibility in terms of available career resources.

The Mesa, Arizona program and the Comprehensive Career Education Model that came out of Ohio State represent programs which show what can be done with a comprehensive approach, a rigorous conceptual rationale, and extensive resources. There are few programs on which I have had such positive feedback. Whether you are in a position to adopt these programs or not, I think it is incumbent on you to sample, to look at those that might be useful to you.

One of the resources we have particular interest in at ERIC—because we keep getting additional information and tryouts on it—the ECES (Education and Career Exploration System) information and tryouts on it—is the EC's program. As you know, it came out of Don Supeer's original conceptualizations while working with IBM and through implementation in Genesee County, Michigan. It had subsequent tryouts elsewhere and some people have added some of Carkhuff's training to it with remarkable results. It is, I believe, the computer-assisted counseling program with the greatest longevity. Second and third generation materials are part of the program, some of which are not computer based and which speak to problem solving and deciding. It is a wine you might want to sample to learn about the contributions technology can make to a program and some possible spinoffs that you might use in your own program.

Well, our wine-tasting party is coming to an end. In effect, by this speech, I am proposing the connoisseur of wines as a model for the counselor connoisseur of resources. Like the vintage master, the counselor has specific goals in mind for his choices, knows the range of resources from which to choose, and is creative in blending what is available and worthy with new and experimental products. Effective career development counselors have a cellar or storehouse of resources with known capabilities that they can recommend to their clients with assurance—aware of those that will serve for sipping or hardy drinking, and knowledgable about the probably outcomes each will produce.

CAREER GUIDANCE:
NEW WINE IN NEW SKINS

Developing and Using State-Level Career Guidance Program Guides

by Norman C. Gysbers
Professor of Education
University of Missouri-Columbia

The theory and practice of career guidance in school settings has undergone substantial changes during the past two decades and the rate of change has accelerated recently. Increasingly, words like developmental, programmatic, individual needs, student goals and objectives, evaluation and mainstream are being used to expand and extend traditional career guidance conceptions. Traditional career guidance processes and resources such as counseling, testing and occupational and educational information, along with new and emerging processes and resources, are now being seen in the context of comprehensive, developmental career guidance programs rather than as isolated elements to be used only at specific crises or choice points in the lives of individuals.

The developmental, programmatic perspective does not deemphasize the importance of working with specific educational, personal-social and occupational concerns at specific points during a person's life, however. On the contrary, the developmental, programmatic perspective places these concerns in the context of total human development so they are better understood and facilitated. The emerging view of career guidance recognizes that there are career guidance related knowledge, understandings and skills, which all persons need as they grow and develop.

Finally, the emerging developmental, programmatic perspective focuses on positive human growth and development. That is why the word career is being used with the word guidance. The word career focuses first and foremost on the human career, on all the roles, settings and events of life, not as separate entities, but as interrelated parts of the whole person. Also, the broad career concept, when used with the word guidance, serves to unify the fragmentation that has occurred in guidance practices over the years. The traditional educational, personal-social and vocational (occupational) aspects of guidance can be subsumed under the career concept and the establishment of separate kinds of guidance programs and personnel, therefore, can be avoided.

At the same time that substantial changes in the theory and practice of career guidance are taking place, it also is clear that there are increasing expectations among many consumer groups concerning the outcomes and processes of career guidance programs. Students and parents continue to want more and better career guidance. Congress, speaking through education and manpower legislation, continues to call for improved and extended career guidance. An analysis of current and pending federal manpower and education legislation reveals that career guidance is a frequently mentioned, important and necessary component in many education and manpower programs. For example, the Vocational Education Act Amendments of 1968 and the earlier basic Act of 1963 point to the importance of career guidance in meeting the goals of that legislation. Title X, Part B of P.L. 92-318, Occupational Education Programs, states that the Commissioner shall carry out a program of occupational education that will "promote . . . counseling and guidance, and job placement or placement in postsecondary occupational education programs as a responsibility of elementary and secondary schools." Section 407 of Title IV of the Senate version of the Elementary and Secondary Education Act, S. 1539, points to the need for comprehensive and sequential career guidance programs. And finally, the Manpower Development and Training Act of 1973 states that manpower programs "provide participants with self-development skills" and "counseling and placement."

Some Basic Issues

The increased demand for career guidance programs together with new and emerging career guidance theory and practice have caused many states to reassess their position on career guidance. Many found that they either

tid not have a fully developed position or that their position was event, crisis and or service oriented, not developmental and program oriented. As this reassessment occurred it became apparent to the guidance leadership in many states that there was a need to develop illustrative guides and guidelines based on new career guidance theory and practices to assist local school personnel as they planned, developed and implemented, expanded and extended career guiace programs in their schools.

As states began to develop such guides, a number of issues began to emerge, issues that must be considered by state program guide developers and users. What follows is a brief discussion of some of these issues.

Issue One: Are state career guidance program guides a viable resource or do they straitjacket local school creativity?

This question is being raised by a number of people and, in a sense, is the same type of question being asked of the proponents of the behavioral objective, accountability movement in education. Some individuals suggest that the use of goals and objectives in state career guidance program guides is dehumanizing and restricting and, therefore, not having a guide is better than having one, especially if it contains goals and objectives. In my opinion, that is an inappropriate response. The issue is not should there be a guide or not, but what does the guide contain and how is it to be used? The point is that if guidance personnel don't develop program guides, others outside the profession will step in and fill the vacuum and a program guide (of sorts) will be externally applied. Unfortunately, this has happened all too often in the past.

Most states who have developed program guides have responded to the issue by not developing complete cookbooks to be simply adopted by local education agencies. Instead, they have designed program guides to be illustrative, to be expanded and elaborated upon as local needs might dictate.

Issue Two: What does the program guide represent? What are its contents?

These questions focus attention on the problems of terminology and the transition from traditional ways of conceptualizing career guidance to new and emerging conceptualizations. Some program guides are titled career education, others career development and still others career guidance. The titles used are a result of how each state conceptualizes career guidance and its relationship to other aspects of the educational program. In my opinion, the focus should be on career guidance and those words should be used in the title of a state guide.

The transition problem from traditional thinking to new and emerging conceptualizations is related to the terminology problem but is more complex. The terminology issue is the tip of the iceberg while the change from tradition is the rest of the iceberg. Some guides unfortunately are simply a restatement of career guidance of the 1930's and 40's. Most guides, however, reflect new and emerging career guidance conceptualizations and practices using words like developmental, programs, mainstream, normal human growth and development and student outcomes as opposed to words like services, aspects and problems/crises. Program guides must reflect where we need to go not only where we have been if we are to meet the challenges of today and tomorrow.

Issue Three: What are the problems and consequences of developing a career guidance program guide which represents a break from traditional conceptualizations of career guidance?

When a break from tradition is made in a program guide, there is the immediate problem of reconciling the new approach with the previous approach to career guidance. Previous investments in traditional techniques and procedures must be recognized and concerted efforts must be made to legitimize the new techniques and procedures. Corresponding efforts also must be made in staff development activities to bring to practitioners those necessary skills, understandings and attitudes to effectively carry out new career guidance programming. It is easy to say that counselors should be involved in the curriculum, that they should be in the classroom more frequently, or that they should develop and implement a placement program, but it is extremely difficult to actually carry out such pronouncements. The lack of specific training in these areas, present duties (heavily administrative in many cases) and a general lack of support at administrative levels come together to show progress in these directions or to stop it altogether. To break through these barriers, program guides must provide a vision for change from traditional career guidance efforts to expanded and extended approaches; at the same time, they must provide enough reality so that all concerned can still see themselves. In addition, directions and support must be provided on how to move from traditional conceptualizations to new conceptualizations.

Issue Four: Will new career guidance program guides create greater expectancies of career guidance programs and personnel?

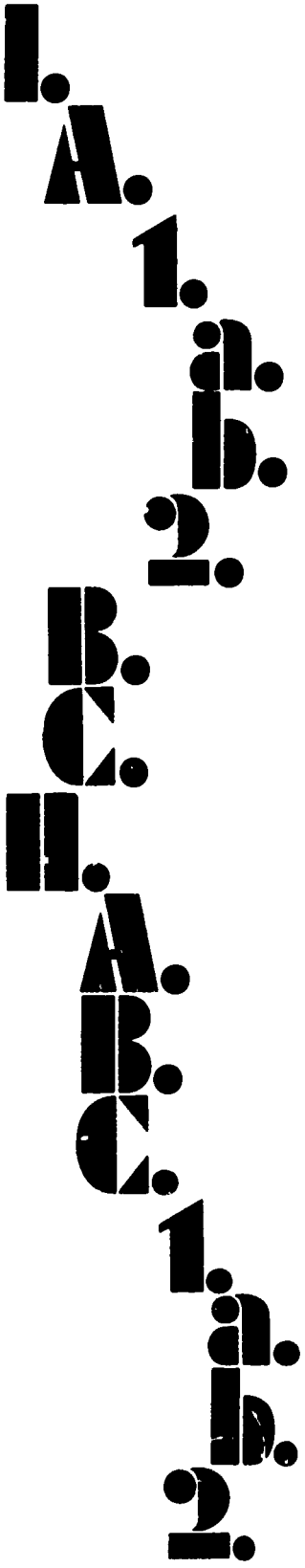
The hoped-for answer to this question is yes, but it is a yes that must be placed in the context of the need for an enlarged understanding on the part of educational decision-makers and the public concerning the nature of extended and expanded career guidance programs. Career guidance programs must be viewed as being equal and complementary with instruction in the school and the necessary staff and resources must be allocated accordingly. Unless this is done, the expectancies of the public may be only partially met or not met at all.

Five Important Criteria

In addition to considering and responding to the issue raised by these questions, career guidance program guide developers and implementors also must consider the nature of the guide itself. The following suggested criteria may provide a helpful point of departure for judging state career guidance program guides.

1. The guide is *representative* of what has been described as career guidance.
2. The guide is *inclusive* of all the dimensions that are considered within the description of career guidance.
3. The guide is expressed in a *parsimonious* manner without losing sensitivity when applied to specific situations.
4. The guide is *adaptable* to context variations found in its probable utilization.
5. The guide is *transmittable* to others who have varying experiential backgrounds because it can be understood, visualized and explained.

The Logics of Planning Career Guidance, Counseling, Placement, & Follow-up Programs



by G. Brian Jones, Jurgen M. Wolff, Charles W. Dayton, and Carolyn B. Helliwell

The Dilemma of Guidance, Counseling, Placement, and Follow-up Personnel

Very seldom are guidance, counseling, placement, and follow-up personnel able to respond effectively to the crush of demands made upon them. The following three statements, made by high school students, highlight some of the difficulties typically faced by such personnel.

"All my counselor has ever done for me is to change my schedule and fix my computer registration cards."

This illustrates the problem that can be called "the maintenance syndrome." A counselor can easily spend all his time dealing with routine but pressing tasks and leave no time to adequately plan a guidance program, let alone properly carry it out and evaluate it.

"My counselor only has time to see students who get in trouble. I've talked to him only once in almost two years."

Counselors who have time only for problem students are forced into a crisis orientation to guidance. They attempt to solve a student's problems only after these problems have become critical. By providing only remedial attention to students with obvious difficulties, they fail to deal with the development of the majority of students whose needs are equally legitimate, if less salient.

"Why should I study English? I want to be an engineer, not a poet."

When guidance activities are isolated from the regular instructional process in the classroom, students often fail to see that their school studies can be related to achieving their life goals. Not perceiving the task of learning as significant and necessary, they become bored with school subjects.

Student statements such as these are serious indict-

ments of guidance, counseling, placement, and follow-up programs and systems characteristic of today's schools. Sometimes such programs suffer from faulty *planning*, allowing programs to emerge without a clear set of goals and objectives based upon the important needs of most of the youth; sometimes the structuring of such programs fails to specify target groups and immediate objectives, and to select appropriate, feasible procedures. Often the *implementation* phase falters because staff members lack certain required competencies, and at time programs have no built-in decision-making procedures based on impact data that will suggest future directions and redirect a program that goes off course.

Alternative Approaches to Program Development

The diagram that follows (Figure 1) outlines the important principles and parts of the comprehensive approach to counseling, guidance, placement, and follow-up. A number of other approaches have been used in order to meet the needs reflected by those three student statements. Unfortunately, some of these approaches create as many problems as they solve, and have attracted the strong criticism that is currently heaped upon counseling, guidance, placement, and follow-up programs. What are some of these approaches?

The Intuitive Approach is often based upon the hunches or intuition of a dominant member of the department. This individual may well have a good sense of students' needs, but his intuitions don't necessarily keep pace with changes in students needs. Furthermore, if he leaves, the department may find itself lacking central direction and may continue to depend on the hunches of those less skilled. At best, it is a most indirect approach to building a program responsive to students.

The Crisis Approach is one in which students receive help only when their problem has developed into an emergency. Some counseling personnel thrive in this hectic atmosphere, while others can't stand the emotional wear and tear. More importantly, a crisis atmosphere is not always the best climate in which a young person can make rational decisions. Such an approach drains too much time and energy from the staff to allow them to give attention to developmental programs that could prevent a number of the crises confronting them.

The Non-Evaluative Approach supplies all the necessary ingredients of a successful program but evaluation. Often the rationale offered is, "We're too busy to evaluate." Thus while the rest of the program may be firmly based on data, the evaluation consists of hunches that "the kids seem happier," or "things seem to be going more smoothly." The lack of evaluation makes it difficult for such a program to claim accountability as one of its features.

The Action Approach is often characterized by a greater concern with means than with ends. Thus, innovations—be they drug crisis centers, a new use of the inquiry technique, or a student town hall—may be eagerly established without sufficient planning or evaluation.

A Comprehensive, Developmental Approach is needed. While each of the above approaches have some beneficial aspects, a more comprehensive approach, as outlined in Figure 1, would enable counselors to capitalize upon the good points but eliminate some of the negative features inherent in these other approaches.

Definitions Basic To A Comprehensive Approach

The definitions of *guidance, counseling, career, career education,* and *placement and follow-up* used here contrast with traditional use of these terms. *Guidance* is the generic term. It includes instruction, counseling, placement, follow-up, evaluation, and support procedures based on youth career planning and development needs. Guidance signifies the total content and process of programs aimed at helping students develop and protect their individuality and potential. This process aims at helping "each student become a problem solver" (planner, decision-maker, implementer) in each career area. On the other hand, *counseling* is an interpersonal procedure providing one alternative for helping youth achieve guidance-related objectives. Here, counseling personnel (i.e., counselors, teachers, paraprofessionals, school psychologists, etc.) interact with students individually or in groups in order to facilitate youth career planning and development. If these terms are defined at all in conventional guidance programs, the word guidance often has negative connotations (including authoritarian advice-giving and prescriptions of problem solutions), is given a very limited conceptualization, or is not clearly differentiated from the term counseling.

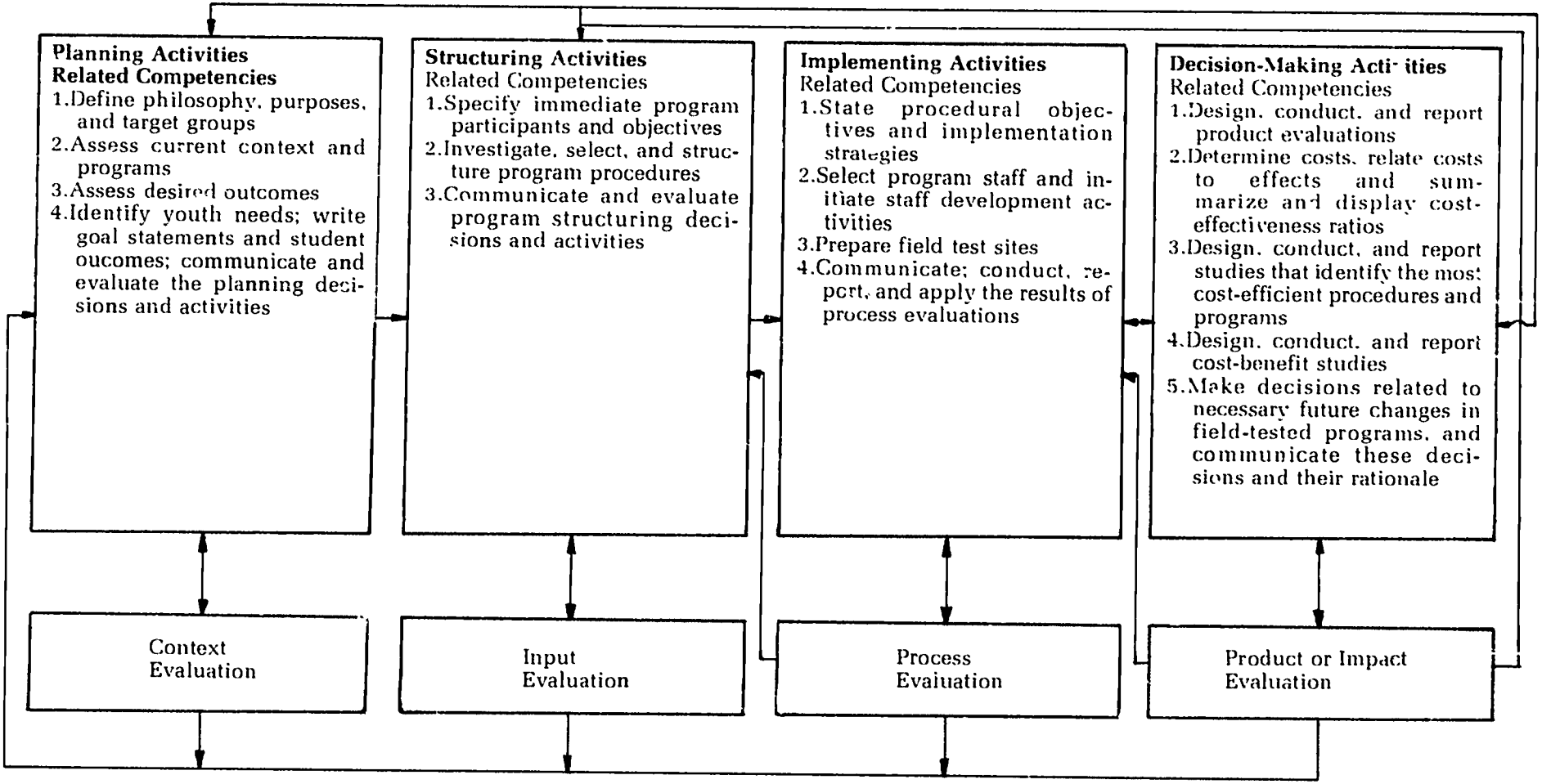
The concept of *career* encompasses a variety of possible patterns of personal choice related to each individual's total life style. Thus, a comprehensive career guidance program assists youth to set life or "career" goals in these areas: 1) occupations, 2) education, 3) personal and social behavior, 4) learning how to learn, 5) social responsibility (i.e., citizenship) development, and 6) leisure time use.

Conventional guidance programs often limit the definition of career to only educational and vocational choices. This broad definition of career leads to a concept of *career education* which encompasses all areas of youth development. This orientation allows and encourages the fulfillment of a broad range of youth needs; it contrasts with conventional systems in which priority attention is directed only toward preparing youth for their future educational and vocational experiences, therefore reflecting a limited and fragmented view of youth development. Career education provides instruction and individual planning and development assistance tailored to each youth's personal characteristics, background, needs, and career goals. Career education, therefore, is a combination of career guidance and career instruction and training, using career in the broad sense just defined.

We consider *placement and follow-up* as integral parts of a set of comprehensive career guidance services. However, they are not limited to the vocational and educational aspects of careers. Such services must be available for all career areas. This more inclusive definition of placement and follow-up stresses providing assistance whenever youth make a transition in school (e.g., early leaving or graduation). In addition, follow-up services must entail more than collecting data on students who have received placement assistance. Follow-up help should be provided to help youth maintain the career development progression that was in effect before they

The Comprehensive Approach to Developing Guidance, Counseling, Placement, and Follow-up Programs, and Related Competencies

Figure 1.



were placed.

Characteristics of a Comprehensive Approach

A comprehensive approach employs a *systematic planning model and related process*, which is derived from the scientific method and aimed at the development, implementation, evaluation, and revision of guidance programs. It features a process in which each phase provides feedback to preceding phases or input to subsequent planning activities. The systematic planning approach contrasts with typical guidance programs in which certain important phases (such as evaluation) are often omitted, or others (such as implementation) are overemphasized.

The set of resulting programs are *systematic*: that is, each part is interrelated and interacts with the others. For example, placement and follow-up programs are often poorly integrated with career planning and development programs. This interrelationship should not only exist, it should be extensive, committed to paper, and accompanied by a rationale. Without such a statement it is difficult to understand either the derivation of each guidance program or why certain programs have been assigned a high priority.

Each resulting program focuses on the needs and characteristics of youth. This *youth-based orientation* means the approach assesses the needs of youth and translates them into measurable objectives. It is upon these needs and objectives that priorities for the design, structuring, implementation, and decision-making of all guidance interventions are based. In contrast, conventional guidance approaches often emphasize means rather than ends, never systematically determining the needs of the youth served. They perpetuate and expand the current system whether it is doing a good job of helping youth or not.

The proposed approach is *comprehensive* in that it includes both a developmental phase to prevent possible problems and a prescriptive phase to alleviate already existent problems. Interventions may be either direct or indirect. Additionally, comprehensive guidance programs seek to give attention to long-range as well as immediate youth needs, and to all areas of behavior, not only to a youth's educational and vocational choices.

The approach we've described is an ideal one; not everyone will be in a position to start from scratch and design such a program. However, if a school or district wants to move in this direction, the following four sections outline aspects of a suggested comprehensive approach that might be considered in developing each program.

Phase 1: Planning Career Guidance Programs

Defining Philosophy, Purposes, and Target Groups

The logical beginning point for programs is the consideration of their general purpose. This means not the specific outcomes of a program but the broad needs it will address. Six basic assumptions underlie a consideration of purpose: 1) Guidance services must help develop and protect students' individuality; 2) Guidance must help students become effective problem solvers; 3) Guidance services should be available to all students; 4) The guidance procedure should be integrated with the education process; 5) Guidance should be developmental as well as prescriptive or remedial; and 6) Counseling personnel must be able to evaluate their own effectiveness.

From assumptions such as these, one can move to a listing of the specific purposes of each program and the identifying key groups from the school and community which should be involved in planning each proposed program in more detail. At this stage one may even want to select representatives to participate in advisory panels for planning, implementing, and evaluating each program. Potential recipients of each program should be represented.

A part of defining the philosophy and goals of a program involves defining the target groups. One needs to identify the numbers and characteristics of youth who will be served by each program. The descriptions can include age, sex, ethnic group membership, socioeconomic background, ability range, and individual characteristics.

Assessing Current Status

Program planners must consider both the desired outcomes and current status of students' career planning and development in the six career (or life) areas cited earlier. The desired outcomes (discussed in more detail below) describe the direction in which student development should occur, while the current context evaluation determines where they are now. The discrepancies between desired outcomes and current status define how far they need to travel in order to get them there. Among the baseline data to be gathered are: the general characteristics of the context in which each program will operate; the current status of present guidance, counseling, placement, and follow-up programs related to school system needs; the current status of present guidance, counseling, and placement programs related to societal needs; and all objectives and activities that make up current programs in this context.

Much of this information on the current status of programs may be gathered from and by counseling personnel, based both upon their recall and the keeping of logs that reveal how much time they spend upon which tasks, and for what outcomes.

It is often more time consuming to assess the current status of students themselves. This could include the use of survey tests of knowledge, situational tests of current behavioral abilities, and attitude inventories. One such measurement tool is an Occupational Knowledge Survey that assesses students' knowledge of: the world of work, occupational families; various occupations, including

prerequisites for entering them, basic salary levels associated with them, and other factors. Data from current status assessments may be used in connection with desired student outcome assessment data to design guidance programs for specific student target groups.

Assessing Desired Outcomes

For each of the six career areas it is possible to ascertain what outcomes students would like to achieve and what outcomes parents, counselors, teachers, administrators, community representatives, and others recommend for youth. At this level of program development, the primary purpose of this assessment strategy is to furnish an empirical basis for deciding which programs to emphasize in a particular school setting, rather than to diagnose the career planning and development needs of individual students.

A number of alternative strategies are available to effect this desired outcomes assessment. The most desirable involves gathering responses from students themselves. A useful method that meets this qualification is the small-group card sort administered in a small-group interview. For the various areas, a list of possible outcome statements was developed on the basis of data obtained primarily through a literature review and student and staff interviews. Each outcome statement, written on a separate card, described a level of personal functioning for which a given youth might feel a need to strive. A deck of approximately 30 card statements for each area was thus developed for youth and adult reactions. This allowed youth and adult respondents to consider each individual statement rather than dealing with all statements at once. When time and circumstances do not permit use of a variation of such an approach, alternative assessment techniques must be explored. For example, program planners might hold a conference to involve selected teachers, counselors, and administrators. Based on their experiences at school, these individuals could make "educated guesses" about the desired outcomes of their students.

Assessing desired outcomes avoids the deficiencies of the more traditional needs assessment techniques. These deficiencies include: emphasizing the "means" rather than the "ends" of career guidance programs; using data gathered from individuals after they have left school, which is usually of an abstract nature and without specific program implications; or questioning youth about their complaints rather than identifying the positive directions in which they wish to move. The essential difficulty of most traditional approaches to the assessment of student needs is that they do not expedite the development of guidance programs by suggesting positive directions which can be used to draft measurable objectives for student development.

A school or district may then organize task forces through which relevant school personnel and students use the data to help make decisions about which student outcomes should provide the basis for guidance program planning. When these outcomes have been specified, program planners can formulate needs statements: statements which specify the discrepancy between current status and desired outcomes.

Developing Goal Statements and Student Performance Objectives

Needs statements can be easily translated into goal statements. If students specify that they want to read better, and if the current status assessment reveals that a significant number of students are reading a year or more below their grade level, the need level may be: "Students need to have a level of reading skill equal to that of the nation-wide average for their grade level." This level of achievement could become the goal of a student program.

Writing goal statements leads to the second, more difficult task of writing "performance objectives" for each goal statement. These objectives incorporate descriptions of the things that will indicate exactly when a student has achieved a goal. To write a performance objective, program planners must answer the question: What acts should a student be able to perform as evidence that the goal has been reached? Such "acts" require a *performance* that demonstrates a skill, a knowledge, or an attitude. To be understandable, the *conditions* (that is, resources or cues) under which the student will be asked to perform these acts must be explicit, and the *amount* of evidence required (number of times, percent of time, frequency) must be stated. A performance objective, thus, tells the student what he should be able to do, under what conditions, and how much or how often he should be able to do it. In writing these performance objectives, a task force may decide to review data banks of available objectives.

It would be dangerous to get bogged down at this relatively early stage by worrying too much about the measurability of objectives, a stumbling block to many people not used to working in such terms. Thus, it may be a good idea to delay the specification of the evidence required until the next phase, "structuring programs." At this point, the most important thing is stating the performances students will have to evidence.

All groups of related goals and objectives must be systematically sequenced. A recommended sequence begins with youth collecting and comprehending relevant information, synthesizing information from diverse sources while making decisions based on this integration, and acting on the basis of these decisions. A paradigm that we have found useful in employing this sequence is summarized in Figure 2.

If separate task forces have been working with the desired outcome assessment data and have arrived at goal statements and performance outcomes for separate grade levels, or groups of grades, some exchange must take place among the various task forces in order to obtain a flow or "developmental sequence" from the elementary grades through junior high and into senior high school. If two grade levels have identified the same top priority need, decisions will have to be made about exactly where this need would be most appropriately addressed. Within a school district, the optimal condition of a developmental guidance system is to have a smooth flow of guidance programs across the various grade levels to preclude duplication.

Once any such coordination issues have been worked out, it will be possible to come up with an approved, written summary of all goal statements and student performance outcomes for each proposed guidance, counseling, placement, and follow-up program

Personal Problem-Solving Paradigm

Figure 2.

General Process Skills

A. **Planning Emphasis** — decision-making and performance activities involved are in these problem-solving behaviors but the emphasis is upon using a planned approach to understanding the problem and gathering information on it in order to expedite subsequent problem-solving activities.

B. **Decision-Making Emphasis** — planning and performance activities are involved in these problem-solving behaviors. Planning skills are ones which are particularly important following the decision-making activities implemented here.

C. **Implementation Emphasis** — activities here involve what has been referred to as "student managed performance." However, decision-making (relative to evaluating one's problem-solving behavior) and planning (relative to revising or changing plans for implementation) are both involved in these activities.

Specific Problem-Solving Behaviors Grouped by Behavioral Skill Areas

1. Perceiving, delineating, and committing to work on, the problem.
   a. Perceiving a personal problem when it exists.
   b. Inhibiting the tendency to respond impulsively, passively, or by avoiding the problem.
   c. Stating the conditions that would exist if the problem were resolved.

2. Searching for, evaluating, and utilizing the information.
   a. Formulating a strategy for searching for information relevant to the problem.
   b. Knowing and evaluating sources of information.
   c. Efficiently utilizing the sources of information.
   d. Evaluating the reliability and accuracy of information received and its relevance to the problem.
   e. Being willing to consider new information relevant to the problem even when it conflicts with that presently held.

3. Generating and considering multiple alternative problem solutions.
   a. Generating several viable courses of action or alternative solutions to the problem.
   b. Knowing possible outcomes associated with each alternative.
   c. Calculating the subjective and objective probabilities of each outcome's occurrence.
   d. Using some personal standards or criteria for determing the desirability of possible outcomes.
   e. Considering each alternative in light of the information gathered on its possible outcomes and in relation to the conditions that would exist if the problem were resolved.

4. Selecting the most desirable alternative problem solutions and formulating plans for implementing these alternatives.
   a. Knowing and considering various rules or philosophies for selecting an alternative problem solution.
   b. Selecting a preferred alternative problem solution to be implemented and knowing the rationale for the choice of this alternative.
   c. Selecting, and knowing the rationale for the selection of a second alternative problem solution to be used in case certain contingencies arise, thwarting implementation of the first choice alternative.
   d. Detailing a plan for carrying out the preferred alternative problem solution.
   e. Knowing some conditions under which the second alternative problem solution might be implemented.

5. Implementing specific plans related to selected alternatives.
   a. Until such time as other plans appear more appropriate, exhibiting the behaviors necessary to implement the plan for the chosen alternative.
   b. Correctly judging whether the plan of implementation should be modified or replaced with a plan for implementing the second choice or other alternative.
   c. Implementing a plan for the second or other alternative as a result of information collected while acting on the preferred alternative.

6. Analyzing the process and products of problem-solving.
   a. Ascertaining if the problem has been satisfactorily solved by comparing present conditions with those previously specified for problem solution.
   b. In terms of the model presented here, analyzing the positive and

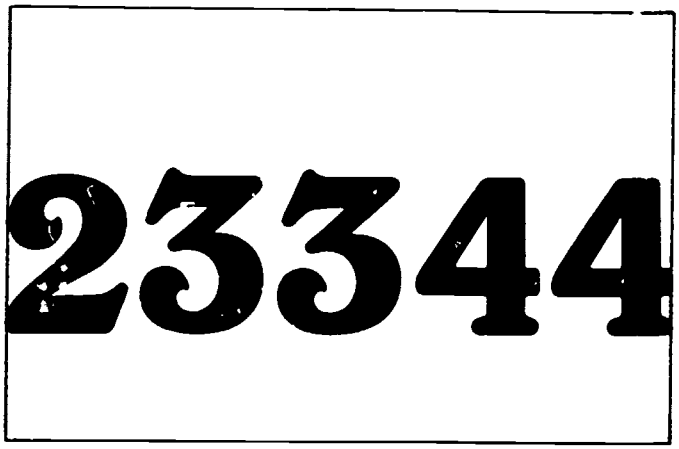
negative aspects of the behaviors emitted during the problem-solving process.

c. In terms of the previously specified conditions for problem solution, analyzing the positive and negative aspects of the solution and the results of the problem-solving process.
d. Knowing what has been learned (i.e., principles and techniques) that will be of help in future problem contexts.
e. Applying these principles and techniques to future problems when appropriate.

Communication and Context Evaluation

Many of the procedures in this section, such as the polling of adults and youths and the establishment of task forces, reflect the importance of communicating with and involving a wide variety of people in the program planning process. Their input can be valuable not only because it supplies the planner with a variety of viewpoints, but also because those who are significantly involved in the planning stage are more likely to feel committed to the success of such programs during the later stages.

The planning phase is accompanied by context evaluation, which assesses the effectiveness, efficiency, and desirability of the planning activities that have been described. That is, input is constantly sought and used while plans are being formulated. The desired outcome assessment will form the basis for preparation of goal statements. These goal statements, in turn, will determine the actual processes and activities to be implemented subsequently. Thus, it is important to monitor the planning phase closely and assure a high quality effort. In this way, the program planner provides for continuous formative evaluation and builds a secure foundation for each program.



Phase 2: Structuring Career Guidance Programs

The structuring of programs includes specifying which programs will be implemented first, who will receive them, assessing resources, and specifying and selecting materials and activities to help students achieve their objectives. This phase also includes continued communication and evaluation activities—in this case, focusing on the program structuring process. It begins with a previously derived list of goal statements and related performance objectives tied to needs that have already been ranked in the order of their importance. This ranking may help to select the prescribed programs to be implemented, but it must also be reconciled with what is feasible. This process consists of examining what is possible, what is appropriate, and what is feasible.

Specifying Immediate Program Participants and Objectives

At this point it is appropriate to state, more specifically, the target population for each proposed program. The grouping and organizing of the various goals and objectives should now also facilitate identifying which objectives go with which programs and writing measurable objectives. This refinement of the objectives should be done so that each objective specifies: the target person; the observable desired outcomes; the conditions for testing, training, or real-life performance; and standards of performance. Inasmuch as the weight of structuring and evaluating programs rests on these objectives, their quality is crucial. It is almost impossible to overemphasize the importance of producing precise, measurable, well-defined objectives.

Each objective then states what the student will be able to do following his completion of the prescribed instructional and counseling activities. To be able to specify the most relevant activities and materials, program staff must now gather baseline data relative to the current status of *each* program participant's career planning and development skills. This is especially important in individualized programs and requires the ability to design, conduct, and report the results of criterion-referenced tests.

Investigating Possible Procedures

The planning of activities to help students achieve a particular performance objective requires a broad survey of instructional and counseling procedures to insure that program planners do not overlook an alternative that could prove useful, as well as to avoid the pitfall of "reinventing the wheel" when adequate procedures already exist.

Selecting Appropriate Procedures

Given such a broad choice of possible procedures, the question is: "How do I decide which procedure to use to help students attain a particular performance objective?" Two types of techniques can be used to identify the instructional and counseling procedures most appropriate to each performance objective:

1. *Techniques that enable the student to perform in a manner most closely resembling the performance called for by the objective.* If the objective has been carefully developed, it will indicate what a student needs to learn

or do. Some objectives may describe a complex skill for which students must learn a series of component behaviors, while others may adequately describe an entire skill. When the type of performance desired is clearly specified in the objective, it becomes possible to identify the general proced re or combination of procedures appropriate for reachi. 3 the objective.

2. *Techniques that most closely resemble the conditions called for by the performance objective.* If the objective has been adequately developed, it will not only suggest the major type of performance but also conditions under which performance will be expected to occur.

Once an array of alternative instructional and counseling procedures have been identified, they should be ranked according to how likely it is that each will promote student achievement of a given objective. At this point, you will need information on the conditions under which students in a particular school setting learn best, including reactions from students in the key target populations.

Selecting and Structuring Feasible Procedures

Another activity entails selecting among available procedures on the basis of administrative criteria. The most appropriate techniques are not always available, nor are they always practical or within a school's budget. Here is a list of steps to consider in selecting procedures that can be implemented from among those that are appropriate: 1) Identify the instructional and counseling procedures that counseling personnel already have available in the target school setting; 2) List the instructional and counseling procedures that are not currently available in the target school/district setting but which are available either from commerical or non-profit organizations; 3) Isolate locally or commercially available procedures that could be made appropriate through adaptation; 4) Itemize the procedures that are not available locally or commercially and, therefore, would need to be developed; and 5) Select the procedures that are most practical on the basis of the target school or district's budgetary constraints.

Choosing Alternative Modes

Procedures can be employed in various modes: with a full class, a small group, or individual students. Each mode has advantages. Full class counseling activities allow many students to benefit from the presence of one counselor. They may also be easy to administer, as students work through a lesson or activity in unison and produce results that can often be checked by the counselor with the entire group. The disadvantage of this mode is that it fails to allow for individual differences among students and lacks the flexibility of individually packaged activities.

Students can enter individualized activities at various levels of capability if a means is provided to allow them to determine their level of proficiency. Placement tests, self-assessment by the student (coupled with appropriate proficiency tests), and card-sort techniques like the one described earlier can all be used for this purpose. In addition, individualization usually increases flexibility.

Program planners need to stay alert to the many possibilities available in starting guidance, counseling, placement, and follow-up programs. Investigating possible procedures, selecting appropriate and feasible ones, and choosing among various modes can contribute to an effective, comprehensive approach to program planning.

Communication and Input Evaluation

The structuring process benefits from the participation of a wide variety of people, particularly if they perform specialized functions based upon their experience and expertise. Particular skills crucial to this phase include listing behavioral objectives, identifying target populations, investigating and selecting various procedures, and communicating formally and informally with appropriate personnel.

Structuring is accompanied by input evaluation, which monitors and assesses the effectiveness, efficiency, and desirability of each of the tasks described in this segment of the orientation. Such evaluation would include assessing the criteria used in the development of student materials, gauging whether materials adequately address the goals and objectives to which they are related, and examining the costs and effectiveness of materials development.

Phase 3: Implementing Career Guidance Programs

Once planners have translated the goals and objectives of career planning programs into activities and materials, students must be given ample opportunities to work toward the outcomes they desire. This occurs during the implementation phase of guidance, counseling, placement, and follow-up programs.

Stating Process Objectives

Even if extreme care and much attention have been lavished upon the preparation of student materials and activities, the true test of their effectiveness will, of course, be how well they work for students. Thus, it is desirable to pilot test any program with a small but representative sample of the target population. After necessary modifications are made, the program may be implemented on a larger scale and again evaluated for effectiveness. The tasks program implementers should accomplish may be listed in the form of process objectives. They spell out what staff members have to do to insure that students achieve their performance objectives. More detailed statements of what must be done by staff members are often referred to as implementation strategies.

There will probably be several process objectives for each product objective, and even more implementation strategies. While writing all of these out may be somewhat laborious, it is worth doing. It provides an im-

plementation blueprint and schedule planners can share with all concerned so that they know exactly what will happen and when. It also makes it easier to delegate tasks and hold people accountable for their performance—it becomes much more difficult for anyone to say, "I thought Charlie was supposed to do that," or "I didn't know when this was to be finished." Finally, it can be discussed when staff members report to administrative bodies or to the public, or when others wish to replicate a program. Process objectives and implemention startegies can be generated to cover all phases of implementation.

Selecting and Developing Program Staff

Listing what needs to be done makes it possible to analyze what particular competencies the staff needs in order to successfully fulfill the process objectives. The implementer should be able to specify which tasks might best be done by machines (e.g., mass scoring of tests) and which should be done by individuals (e.g., one-to-one counseling). Sometimes special machines will have to be ordered or leased. Likewise, sometimes the staff will need to develop additional competencies, perhaps through in-service training. Competency-based training programs can be ordered or made to order for staff needing them. Again, this calls for advanced planning so that staff members have time to prepare for participation in the new program. At other times, it will be more expedient to add paraprofessional or professional help to the staff as needed.

The American Institutes for Research (AIR) has drafted a domain of administrative and counselor competencies fundamental to the design of guidance, counseling, placement, and follow-up programs. This domain spells out just what skills and abilities are needed to effectively carry out each phase of the program development process summarized here. Figure 3 represents a condensed version of this domain. Working from this domain of competencies, AIR and the Mesa (Arizona) Public Schools are now engaged in producing competency-based staff development packages for providing the desired skills. Each package includes the following elements:

- Tape-slide introduction
- Flow chart of the comprehensive approach
- Package goals and objectives
- Instructional materials (module)
- Progress checks
- Group activities
- Simulation activities
- Application procedures
- Post-tests
- Further references

Each package is designed so that trainees may work at their own pace but it should not take over 15 hours to complete the package's activities.

Conducting Field Tests

Once staff members have the capabilities to conduct a field test of proposed guidance programs, they can proceed with these steps: 1) Identify criteria for student sample selection; 2) Identify school sites willing to participate in the field test; 3) Design evaluation instruments and procedures that measure both the intended and unintended outcomes of the field test; 4) Specify field test costs; 5) Arrange and implement the field test; 6) Analyze, report, and make recommendations based upon field test results;

Although all of these steps are important, perhaps one of the most crucial is number 3. Since the field test results will probably have major impact on the course of the full-scale program, the field test evaluator will want to review evaluation instruments and techniques such as observation, unobtrusive measures, end-of-unit proficiency tests, criterion-referenced survey tests, attitude inventories, questionaires, reaction sheets, interview formats, and case study techniques. He will also want to keep track of exact cost and time allocations. With the results of such data from a field test, it becomes possible to itemize and price all staff services (counselors, teachers, aides, volunteers, and others) required to implement the full program. The aforementioned task forces can then review this list of requirements in light of information furnished by administrators or budgetary and other constraints, and work with program staff to come to a satisfactory compromise.

Implementing Programs

Field tests serve as a small-scale rehearsal for actual program implementation on a broader scale, for most of the steps carried out in the field tests will be repeated in slightly different form. In summary, these steps are: 1) Developing process objectives which describe what staff members must do in order to help bring about the desired student objectives; 2) Selecting and designing evaluation procedures, instruments, costs, and schedules to measure the attainment of objectives and the occurrence of unexpected outcomes; 3) Selecting and enlisting the support and cooperation of appropriate personnel at each site; 4) Training personnel to implement each program; 5) Monitoring and coordinating the achievement of the process objectives (through student and teacher activities) and the program evaluation; 6) Providing input and feedback (during and following implementation) to all concerned with each program.

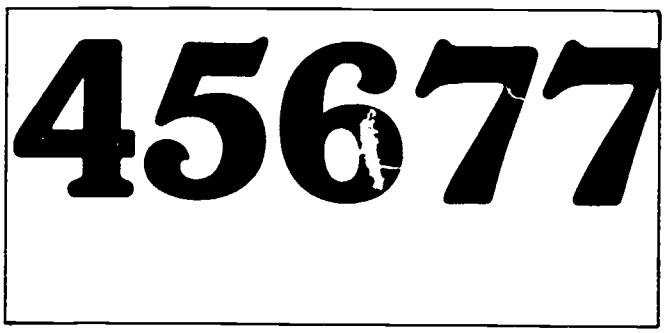
Communication and Process Evaluation

Communication in the implementing phase is particularly crucial, as effects of each program begin to reach clients and cause concrete change. Each of the activities in this phase requires special communication skills: process objectives must convey clearly the behavior entailed; program staff must be selected judiciously and tactfully, and their cooperation must be won through a clear explanation of the advantages of each program; field tests require careful articulation and communication; and the actual process of implementing each program requires extensive input and feedback between planner and implementers throughout. Effective communication is a must in this phase.

Process evaluation in a comprehensive career guidance system is intended to furnish regular feedback to program planners who are responsible for designing and implementing program plans and procedures. The purposes of process evaluation are threefold; 1) to monitor the implementation of guidance programs, 2) to supply information required for decisions that have to be made during the program implemetation phase (e.g., a field test showed the original structuring principles to be unwieldy, and they were appropriately changed), and 3) to

assess the extent to which the guidance programs are implemented as they were originally designed.

Process evaluation data indicate the extent to which program planners and implementers have attained their process objectives. That is, have they actually done what they said they were going to do in preparing program instructional and counseling procedures, evaluation instruments and procedures, and the like? Have they actually done what they intended in the classrooms and guidance resource centers where the guidance programs were to be implemented? If process objectives are stated clearly and precisely, their attainment may be measured by simply constructing a checklist of "Yes, it was done," or "No, it was not done." Questionnaires, interview schedules, and observational techniques are other possible instruments that can be used to collect process evaluation data. The next phase entails product evaluation, which assesses the extent to which student objectives have been achieved.



Phase 4: Making Decisions Based on Program Costs and Impact

Summative Evaluation

The previous section briefly discussed process evaluation, which is formative in nature. That is, it is information the implementer uses to shape programs as they go on. The time will also come when the implementer has to make decisions as to whether programs are doing what they are supposed to do and should continue. He must also decide whether major changes and additional new programs are required. For these types of summative decisions he requires product evaluation information that tells him what, after all is said and done, each program achieved. As well as looking to the impact each program attained in terms of its predetermined goals and objectives, he will want to measure program side effects.

Collecting Product Evaluation Data

Statements of goals and performance objectives must include standards for acceptable performance to permit an evaluation of these two "products"; student achievement of these specified outcomes and the problem-solving process students used in reaching their goals and objectives.

Ordinarily, it is not difficult to measure the first type of product—accomplishment of personal goals and objectives—when they relate directly to such visible attainments as completing a course requirement or graduating from high school. Designating student attainments in behaviorally stated performance objectives allows for relatively easy evaluation. the observer ascertains whether or not the standards of performance specified in each objective (e.g., the student must furnish evidence he accomplished his goal) are now fulfilled.

However, it is more difficult to measure "success" in the problem-solving areas of individual planning, decision-making, and self-management—the major skills necessary to set and reach goals wisely. To be appropriate, standards of performance must reflect student competence in employing these personal problem-solving skills not just for hypothetical others presented in case studies, but also for their own problems.

A student's achievement must be assessed by his performance on tasks which are behavioral indicators that he has reached his own goals and objectives. These tasks should also allow him to demonstrate his problem-solving skills as he reaches the desired outcomes. The results of such testing will show when a program has helped students achieve their goals and acquire the desired skills, when it has failed, and when it needs further development to increase its effectiveness.

Norm-referenced measurement (the kind traditionally used) compares the performance of two or more individuals. It contrasts with criterion-referenced assessment, which is more appropriate to an individualized student program, because it measures whether students have achieved pre-determined standards of performance..

in developing criterion-referenced tests, it is necessary to use items that measure behavior specified in the objective. The measures themselves can take a number of forms. Knowledge outcomes usually are measured by paper-and-pencil and interview techniques. The assessment of attitude outcomes often requires a combination of these techniques with behavioral observation. Skill performance objectives are best measured by behavioral observation in simulated or real-life settings.

Assessing Program Side Effects

The above measurement focuses on expected outcomes. However, the *side effects* of a program are also very important. Information on positive and negative unanticipated outcomes should be sought even though these outcomes may be difficult to measure, especially if they include youth and adult changes in affective responses. Attitude surveys, structured reaction sheets, and case study techniques can be used to collect this type of data. The latter method, stressing intensive observations of (and interviews with) a few students periodically over a long period, not only highlights short-term side effects of guidance programs but also permits the examination of longer term effects of student attainment of goals and objectives.

Determining Cost-Effectiveness

Taxpayers, school boards, superintendents and many others are concerned not only with how well programs work, but with how much they cost. With these two types of information, they can study the relationships between program costs and impact as well as compute and report cost-effectiveness. Such data are highly desirable for summative decision-making on each program. In order to be able to judge cost-effectiveness, the implementer must collect, analyze, and summarize data related to cost per program, or, more important, cost per participant and cost per goal statement or objective. Such information on costs

must then be related to impact data like that outlined under the above two topics. It is best when these impact data identify the youth outcomes that can be attributed to effects of the field test program(s) rather than to other factors.

Cost effectiveness data allow the program staff to continue to implement and improve each student program and staff development while, 1) adapting them to the changing needs and characteristics of the targeted youth and 2) extending the complete guidance, counseling, placement, and follow-up system to the priority programs not implemented in initial field tests. Unfortunately, the state-of-the-art in determining the cost-effectiveness of educational programs is not advanced. A body of knowledge pertinent to determining cost-effectiveness, and useful in the development of program planners, is less extensive than is desirable.

Determining Cost-Efficiency

Program administrators and recipients must sometimes make decisions that cannot be answered only by cost-effectiveness information describing how successfully a program achieves its goals. A decision as to which of two or more programs (or program strategies) achieves objectives most efficiently (costwise and impactwise) requires a sophisticated summative evaluation design and procedure. Cost-efficiency analyses entail multiple program (or strategy) comparisons. Cost-effectiveness analyses entail a comparison of the degree to which a single strategy meets its predetermined objectives using specified resources required to produce those outcomes. Obviously, these types of analyses must be conducted before cost-efficiency studies can be implemented.

To produce information on comparative costs and effects so that cost-efficiency ratios can be calculated, program implementers and evaluators must be able to design, conduct, and report quasi-experimental and true-experimental studies. Only by exerting control over program conditions and by randomly selecting students to each approach being compared (or randomly assigning the approaches to the students) will program personnel be able to gather the cause-and-effect data required for cost-efficiency decisions. Schools' conditions usually make it very difficult to conduct such investigations.

Determining Cost-Benefits

This final category of summative evaluation decisions focuses on the collection of information not necessarily tied to detailed data on program costs and attainment of measurable objectives. Since they entail more general information, different levels of cost-benefit analyses can precede or follow either the single-strategy or the multiple-strategy analyses outlined above. Cost-benefit decisions depend heavily on abstract values, trends, and projections not always closely tied to empirical data. Such decisions assess the impact of each program in the light of long-range time and social considerations as well as in terms of the continually changing needs of youth, the school system and society. This is the area of summative evaluations of career guidance programs where the state-of-the-art is most primitive.

Using and Communicating Summative Evaluations

Summative evaluations such as those outlined above should produce timely, relevant information that can shape decisions made by program administrators and recipients. Such information will not be used unless it is communicated on schedule and in an understandable manner. Staff members require competencies not only to facilitate effective communications by tailoring them to appropriate audiences, but also to encourage decision-making consistent with the data collected. With these ingredients, program administrators should be able to make decisions related to necessary future counseling, guidance, placement, and follow-up programs and changes in field-tested programs. Summative evaluation data should always form the basis for predictions and decisions leading to a viable set of alternatives for meeting future students' needs.

Counseling Personnel Competency Summary

Figure 3

Broad Categories of Competencies	Subcategories of Competencies (Expressed as abilities of personnel who plan guidance, counseling and placement programs)
1. **Orientation**	**A Comprehensive Approach to Program Development** I:A Explain to another person the comprehensive approach to guidance, counseling, and placement I:B Explain the advantages of the comprehensive approach I:C Explain how competency-based training in this series is related to using the approach I:D Indicate what training, if any, is relevant to self
11. **Planning** guidance, counseling and placement programs. **Conducting Context Evaluation** of the program planning decisions and activities.	**Planning Programs** II:A Define Philosophy, Purposes and Target Groups II:B Assess Current Context and Programs II:C Assess Desired Outcomes II:D to II:G Identify Youth Needs; Write Goal Statements and Student Outcomes; Communicate and Evaluate the Planning Decisions and Activities

III. Structuring Programs

Conducting Input Evaluation of decisions and activities occuring during the program structuring phase.

IV. **Implementing** guidance, counseling and placement programs.

Conducting Process Evaluation

V. **Making Decisions** regarding future guidance, counseling, and placement programs and changes in present programs.

Conducting Product Evaluation of the costs, effectiveness, efficiency, and benefit of these programs.

Structuring Programs

III:A Specify Immediate Program Participants and Objectives

III:B Investigate, Select, and Structure Program Procedures

III.C Communicate and Evaluate Program Structuring Decisions and Activities

Implementing Programs

IV:A State Procedural Objectives and Implementation Strategies

IV:B Select Program Staff and Initiate Staff Development Activities

A wide array of counselor competencies pertain here. For example, staff members should:

IV:B:1

Relate effectively (language, rapport, respect, fairness, support), to students, parents, and teachers.

IV:B:2

Utilize (1) existing instructional packages; (2) tests; (3) various counseling approaches (client centered, existential, Gestalt, psychoanalytic, rational-emotive, transactional analysis); (4) specific strategies (use a problem-solving process to help clients meet their needs; help clients acquire and apply decision-making skills) demonstrate personal and social contracting techniques; engage clients in role playing and behavior rehearsal activities; assist clients in a self-assessment process; help clients acquire and apply behavior observation and analysis procedures; help clients learn and practice self-confrontation; train clients in relaxation and desensitization techniques; employ reward, extinction, and punishment principles with clients while helping them use these tools to shape behavior in their own lives; assist clients to acquire and use self-management and self-control skills); and (5) various modes (individual and group counseling and guidance).

IV:B:3

Analyze key factors of the educational system (learning environment, relationship to the community, resources, requirements, curriculum, scholarships, strengths, weaknesses) and their relationships to guidance, counseling, and placement programs.

IV:B:4

Be sensitive to contemporary problems (drug, racial, sexual) and traditional problems (family, academic, social skills).

IV:C Prepare Field Test Sites

IV:D Communicate; Conduct, Report and Apply the Results

Making Decisions Based on Program Costs and Impact

V:A Design, conduct, and report product evaluations.

V:A:1

Determine if students have satisfied their career planning and development needs.

V:A:2

Determine if the satisfaction of students' needs can be attributed to the effects of the field test program(s).

V:A:3

Determine any positive or negative unanticipated effects.

V:B Determine the costs of the field test program(s), relate these costs to the effects of such program(s), and summarize and display cost-effectiveness ratios.

V:C Design, conduct, and report studies that identify the most cost-efficient procedures and programs.

V:D Design, conduct and report cost-benefit studies.

V:E Make decisions related to necessary future programs and changes in field-tested programs; and communicate these decisions and their rationale.

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ED 038 676 *Project Plan. The Basic Role of Guidance in Individualizing Education.* Flanagan, John C. American Institutes for Research, American Personnel and Guidance Association, Washington, D.C., March 24, 1970. HC-$3.29 MF-65¢.

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ED 072 208 *Curriculum Materials in Career Education for the Disadvantaged, Appendix D of a Final Report.* David K. Maxwell, et al. Ohio State University, Columbus, OH. Center for Vocational and Technical Education. January 31, 1973. 61 pp. HC-$3.29 MF-65¢.

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ED 075 637 *Resources for Career Development.* Indiana University, South Bend Indiana Career Resource Center. 1972. 67pp. HC-$3.29 MF-65¢.

ED 075 639 *K-14 Career Education Multi-Media Catalogue.* Lakeshore Technical Institute. Sheboygan Public Schools, WI. 1972. 129pp. HC-$6.58 MF-$1.30.

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ED 078 334 same as above, Number 5: *Computerized Vocational Information System Willowbrook High School Villa Park, IL. 22pp. HC-$3.29 MF-65¢.*

ED 078 336 Same as above, Number 7: *Developmental Career Guidance Project Detroit Public Schools.* Detroit, MI. Thelma J. Scott. 24pp. HC-$3.29 MF-65¢.

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Futuristic Images Of Career Development

by Garry R. Walz

By way of analogy I'll begin with a once-upon-a-time story about a great King. He did not want to be remembered for the pyramids he built, nor for the wars he won, nor for any of his other creations. He wanted to go down in history for having made the most profound statement of all times—one that would have complete universality, that would be timeless with regard to its truth and meaning. So he summoned all the wise men in his country and said, "You have to come up with the most profound, the most significant statement that has ever been generated. They consulted all the great books; they toured, discussed and traveled. After a great deal of time, they came back and said, "Your Highness, we are ready. We have found the universal truth." And their statement was, "This too shall pass." So, no matter what the king said from then on—it was always true. No matter what the state of his world, no matter what pain people experienced, as long as he said, "This too shall pass," he was right. Things always changed, transition always occurred. Each new day was at least predictable in the sense that it would be different from the day before. The king became the first futurist.

From a historical perspective, you can see that since time immemorial, man has been very concerned about the future. Astrologists, wisemen, wizards abound in history. Every imaginable method of prediction—from superstition to science—has been employed to foretell the future. Predicting the future has, over the ages, provided visions of something better something toward which people could direct their energies. This has been an important civilizing element because the belief what will be has given us hope and faith, has generated action, confidence, the desire to move forward.

This is particularly relevant for counselors because most knowledge concerns the past and all decisions are made with regard to the future. No matter how much knowledge we have, decisions are about the future. And about this we have limited knowledge.

When I was young, I got more excited by one story I read than by any other—H.G. Wells' "The Time Machine." Remember it—the invention you could use to dial the future? By sitting in the time machine you could be carried off to the past ages or to ages yet to be experienced. I became very intrigued by this notion. I wondered if some day we couldn't come up with such a machine. How many of you would like to dial ahead or back ten years, 20 years, hundreds of years?

In recent years we have not developed time machines, but we have made some predictions as to what the future will be like. A number of research organizations around the country are delving into the whole area of futures research. They're trying to create images of alternative futures, to sketch some of the parameters of the future, and to give us partial windows of what the future is going to be like, and what we need to do if we are going to cope and grapple with that kind of a future.

And there are a number of sophisticated predictive methods—the Delphi technique or Delphi conference, simulations and mathematical models—but what they all lead to, really, is a greater degree if approximation, a greater degree of some assurance as to what the alternatives are. There is still room, I think, for speculation, for interest, for personal kind of imaging of what the future will be. One of my favorite cartoons was in the *New Yorker*. It shows a man who has just stepped on the scale and put in a penny. Out comes a fortune. The man is beaming with satisfaction at the phrase, "Your future success is assured because of your great intelligence and you ability to work successfully with people. You will be successful in whatever you do." His wife looks over his shoulder and says, "The weight's all wrong, too!"

I make no predictions or claims today to be a seer-in-residence or to have a window on the future. But I do think I can help provide a greater degree of assurance about the future. By sharing some of my visions with you, I hope to facilitate your "imaging" process, to project ahead to think about the future, and to test out some of your assumptions or views of what may happen.

We have a lot of options at this point; we could look at the research, examine the methodology in detail or look at

various forms of technological and sociological forecasting. But I think there are probably two things that might be particularly useful to us. First, let's look at those aspects of the future that deal with possible crises and conflicts. Second, let's examine those things that seem especially significant to those of use responsible for guidance, counseling, and career development. As helping professionals we're concerned about helping individuals develop competencies and abilities for dealing with the unknown.

If we can image some of the kinds of behaviors people need to cope adequately with the future, then we can devise systems, develop plans—we can provide the resources to reach that future.

Now what I'm going to say is not drastically different from any of the things you've already heard. I do this very pointedly, because one of the interesting conclusions of futures research is that we need to put a moratorium on further developmental research and devote our efforts to the utilization of existing knowledge and experience. Already there is a large and widening gap between what we know and what we knew. So one of the things I'll do here is to relate what we know about human behavior to what we hope will happen in the future, to put them together into a new mosaic that will give us a vision to work toward.

Recently, I had a talk with an industrialist who is very active in local school matters. He said to me "I've decided that I'm no longer going to support these appropriations for education." Shocked, I asked why. He told me he'd been talking to educators around the country. He asked them the question, "If you could suddenly increase your budget tenfold and use those funds for human betterment, what would you do? What are your visions, your goals?" The industrialist told me the answers he got were bland, unimaginative, and, in his judgment, not attuned to future needs. His conclusion was that more money wouldn't make education more responsible.

Well, I am going to try to do some responsible imagining, to posit a North Star for career guidance and to stimulate you to do the same. You know, mariners have always used the North Star to get their bearings. Perhaps those of us in guidance need our own guiding star so people like Dave Pritchard, Charlie Foster and others can implement changes in terms of specific legislation and programs. Our approaches may differ but I imagine that our ultimate goals are very similar.

First, let's look at some of the crises, what I call "instrumental crises and problems." They seem to have special confrontational meaning for those of us in education and guidance. These are not mine, they are crises that have been identified through Delphi approaches in which panels of experts have formed a consensus.

The first is no stranger to you. Anyone who has worked in the values area would probably have to admit that we are in the midst of a values crisis. We have moved away from a society in which people agreed upon certain well-established values—one in which right and wrong were universally understood, where people concurred in what the good life was, where they could operate on the basis of set values. Now our population splinters into a variety of groups at the mention of drugs, pornography, sexual mores, the role of women—whatever. As we deal with new issues, we find that there are no prevailing, overriding, universal kinds of values. Naturally, this has had an enormous effect on the behavior of both individuals and groups. Clearly, some of the alienation, uncertainty, and anxiety we've experienced in this age is due to the very fact that there are no definitive, discrete sets of values for people to internalize.

A second kind of crisis or conflict is that we have begun to reject the egalitarian view. Our Constitution incorporated the notion that everyone is equal, that equality is an essential condition of life in this country. But if we look at current behavior—political, social, and economical—this nation doesn't act as if it believes in equality. The ideal person isn't equal; he (seldom she) is an achiever, a receiver, an amasser of all the rewards our society has to offer. But there isn't much room on that pinnacle. The number of high, well-paying positions is limited. Thus, many individuals are bound to experience ego frustration and severe disappointment. As we find new, emerging groups—women, minority groups, students—demanding greater recognition, greater individual success in our society just becomes more of a problem. People are saying, "We don't want to change it. What we want is a bigger slice of the pie, more of the rewards, satisfactions that our society has to offer."

A third kind of conflict or crisis is something I call the "inadequate future-focused role image." That's a tonque twisting phrase. By this I mean that people, especially young people, find it increasingly difficult to project themselves into future social roles. More and more, we have seen a tendency in this country, as in most western countries, to associate worth with position. This leads the individual to equate success with job status stereotypes, to strive toward those positions that offer external rewards. The push toward going to college or toward white collar occupations has created future-focused role images that clearly will not work out well for many individuals because of the limited openings for such people. The external reward images many people hold do not jive

with the realities of our social structure.

Since I have been associated with career guidance I've heard an ongoing complaint about what to do with a young person who should be fired from an job because he lacks committment or enthusiasm. Over the year there have been divergent views on the right strategy to use in this situation

But one thing is clear—we haven't helped people acquire the motivation or desire people they need in order to perserve.

A word that you hear a lot these days is survival. Several educators have identified this as the Survival Age of the School. Faculty and other school personnel are concerned not with moving ahead, not with breaking new frontiers, but merely with being able to survive the crush. I think we have to speak to the fact, too, there we are in an era in which the kind of survival needs that are important to our society are changing. We grew up as a frontier society that rewarded aggressive, competitive behavior; it was once essential to our survival. In recent years however, we have moved to a society whose survival depends upon such matters as mutual understanding, empathy, consensus decision-making and interpersonal interaction. Yet, by all the measures we have as to where our young people are—how they regard conflict, how they view cooperation—if we judge our school systems and our education by these criteria, we haven't made it.

A sociologist who I think is probably the greatest social critic of our era, has noted a developing trend he calls middle class hedonism. He identifies middle class hedonism as an increasing tendency for people to care more about experiencing immediate pleasure than planning for their own personal welfare in the years ahead, to experience pleasure or self-satisfaction. Their attitude reflects a willingness to say, "I'm so unsure about the future and what it will bring that I want to live for now." Do parents show an increasing or decreasing willingness to put money into the education of their youngsters? Or will higher education become soley a government function, not the result of any parental aid? Dr. Kirk from California recently said he was quite sure that in the future there will be a financial aid structure in which every youngster has available to him a certain amount of money for long-term use, irrespective of his parents' income. Dr. Kirk thinks this will come about because, although parents may have the money, in many cases they are not prepared to devote it to the educational upbringing of their young. We see this happening in many families and it has a profound, effect on the kind of education people receive and the behaviors they adopt.

Credibility. Everybody likes to talk about credibility these days. I suspect that if there is one "condition" we've all lived through, it has been the experiencing of the credibility gap, a loss of faith in many aspects of our society, our institutions, our leaders. No longer is a president of a corporation, a teacher, or a parent greeted with unquestioning respect, trust, faith, or confidence. Some of our more thoughtful social critics have suggested that the really important residual of Watergate may be that we no longer have a language for communicating in those terms that were once meaningful to us. Have you talked with a young person lately about law and order, honesty, truth, morality, beliefs? These were words so manipulated, so used that some sociologists are saying we need a new language, because even words are suspect in our society today. What does trust really mean? Is it trust from me to you? Does that include trust from you to me? Can I trust you? And so today, in an age of consumerism, people will no longer accept statements at face value.

Another major crisis we face is the premature arrival of the future—Future Shock. I was closely associated with Gil Wrenn when he was writing *The Counselor in a Changing World*. As you may know, he assembled a panel of specialists to study and predict the future. His comment to me was, "You know, Garry, I made a big mistake. When these futurists came together and projected the future for me, I didn't believe them. I read their thing and thought, 'Here is more of that Buck Rogers stuff; it's science fiction, It sounds good on paper, but counselors won't believe me if I say it'!" So Wren personally toned down the estimates of the future in his book. But as he told me later, "If I had the chance to do it again I would leave those seemingly way-out predictions in there. Because they came true by the time the book was only a few years old."

The future has arrived. And with it come more opportunities for choice than many people can handle. These almost unlimited opportunities and choices lead many people not to an expanded life but to a rigid, fixated life because they are overwhelmed. If they go to the supermarket, they're confronted with 50 different brands of the same product. All the packages are attractive, so how does one make a choice? Throughout one's lifetime these choices increase exponentially. So we have the casualty of Future Shock. People who grew up in earlier years may have developed an emotional equilibrium; but this is no longer fits an age in which choices must be made at rapid speed.

Here's an interesting bit of data—in a recent Gallup survey young people, ages 18 to 25, were asked to name their first choice of any occupation. Do you know what most of them wanted to be? A lawyer. Why? Well, maybe because, in this world, if you really want to cope with your friends, you'd better be a lawyer. But if you look more deeply into the results, you'll see that in a time of

uncertainty and anxiety, people are moving back to the more traditional occupational and career choices—with the idea of bringing back the past, the traditional, the conservative—where there is security. Colleges too are reporting a shift away from the more humanistic majors to the more traditional—science, law, medicine, and others that over the years, we have associated with career development.

A few years back, someone said, "There's something wrong with the statistics we keep in this country. We have the Gross National Product and other measures to describe, instantaneously, the economic condition of our country, our world. But can we refer to the state of the people? What is the human condition at any given moment? Can we say what it's like to live in this country, what it is like to be a person in terms of a given time period?" And so, as a result of this kind of interest by HEW, a whole new movement began, aimed at the development of social indices. We developed these social indices so we could speak with the same degree of certainty about the condition of life as we do about economic conditions. Now these social indicators do not paint a rosy, optimistic picture of living conditions in this country. This pessimistic view is further substaniated by the polls and surveys of Yankovich, Harris and Gallup, which show that people are beginning to exhibit negativism about themselves and their ability to cope, their abilility to deal with the future, their feelings on where they are, the lives they are leading. One of the best selling nonfiction books today is *I'm O.K., You're O.K.* Why is it so popular? Perhaps because so many people feel they are not okay. Of course, the implications of this for career or life satisfaction are enormous. People who don't feel satisfied or personally comfortable cannot experience meaningful kinds of life/career development.

There is one other crisis. I struggle for a lable, a name for it. It's what happens when you listen to the radio or watch TV. One evening I heard about urban bankruptcy and decay, unemployment, inflation, the energy crises, crime, international tension, racial upheavals, and the demands of three special interest groups and two kidnappers. Not bad for a half hour of reporting. What would you call it? For lack of anything better, I call it a crisis of crises." Probably at no time in history have so many crises occurred simultaneously. And particularly meaningful, I think, is that when you look at what is happening, you have to say that all of our solutions themselves become problems. Perhaps one of the best examples of this is the energy crisis—the more we try to do, the more involved, the more difficult things become. So to deal with these compounded crises, we ignore, avoid, pull back. I always wake up to the clock radio. Sometimes when the news comes on I just pull up the cover, turn up the rheostat on my energy-consuming electric blanket and try to think up excuses for staying in my own little womb for the day.

All of this paints a very dismal picture—a lot of negativism, problems, conflicts; but how are future people going to respond to this? What kind of behaviors will they be likely to develop in order to deal with this kind of world? If I could structure an ideal system of career development, one that would enable people to grapple with, cope with, maybe even triumph over their existence . . . how would I go about it?

One behavior that I would value highly and that I would build into this system is the ability to "image potentiality." One of our greatest needs today is to enable people to image potentiality in ways that their previous educational and socialization experiences have hindered. I think the research is very clear when people experience what we call socialization in this country, it is predominantly negative experience. One of the least disseminated, least acted-upon pieces of research that I know of is Fall's "Pygmalion" research, which proposed that if you treat people as highly creative, responding and developing, they will greatly exceed their statistical or expected behavior. Dale talks about the right way to use tests—live with someone so that you can upend the expectancy tables. Also note that most research on human limitations suggests that these are largely a function of the training a person receives rather than of inborn characteristics. So many of our current career approaches are limiting approaches. Murphy has said that one of our greatest voids in science today is that we have ignored and inadequately responded to the development of human potential. This would be a most meaningful goal for us to pursue in our career development programs.

The second behavior I would develop is what I call the "expressing uniqueness through contigency plan." Desirable outcomes just don't always come about. We live in a world that demands planned, purposeful approaches that take the unexpected into account—in personal development, career realization or whatever. Further, not all plans work for all people. The individual differences in the typical calssroom are so great that no matter how esoteric or skillful we are, if we continue to stay with a common denominator of information, we will deny the needs and interests of a large number of people. What I'm suggesting then, is that we need a kind of planning that speaks to individual differences and affords people the opportunity to express their uniqueness. I'll remind you

that guidance came about as a result of the psychology of individual differences. Guidance needs to maintain its responsiveness to those differences and to help develop contingency plans. We cannot always predict alternative

conditions accurately, but we can prepare for these possibilities as a function of our plan. This is the only kind of planning that is dynamic and meaningful in a highly changing world.

A third behavior I think we should adopt is "personalized knowledge utilization." Earlier I said that some futurists think we should call a moratorium on new research and instead focus on how we acquire and use the knowledge we already have. Take, for example, the farmer who refused another course in agriculture because he already knew far more than he was using—his problem, like ours, is not to have more information laid on him, but to be more effective in using what is already available. The schools are becoming inundated by automated information systems which make information retrieval a nearly instantaneous process. Colleges across the country are using computer terminal systems that hook up to large data bands. Coleman has said many times that our schools are information-rich. A major emphasis that we have to develop in our life career development approaches is that of intellient inquiry the raising of signif'cant questions. If you know the right questions to ask, your dilemma is half-solved. The problem is being able to say, "These are the elements. This is the problem."

Unfortunately, this country teaches people by the work value or work load method. How do you learn? Somebody gives you the questions and you provide the information. Maybe it's time to reverse the process, to recognize that truly significant learning comes about as a result of the individual's becoming skilled in inquiry. Along this line I'm reminded of a classic study conducted in Minnesota in 1942 in which incoming freshmen, were asked "Of all the things you didn't receive in high school, what would you have liked most to receive? What do you suppose were their answers? This may surprise you—how to study, and vocational guidance. A similar study was conducted more recently by the YWCA. The girls questioned said that what they would most like to receive is help in studying more effectively, and assistance in career decision-making.

Well, you see, the point I want to make is that access to information and the ability to use that information in our society, is power. A recent survey of corporation executives asked, "What is the most important part of your job?" And overwhelmingly they replied, "Access to information." If I have access to information you don't have, I have a tremendous advantage over you. Today many minority groups and oppressed groups recognize this and want their share of access to information.

In the early Seventies the *Saturday Review of Literature* published the results of a ten-year longitudinal study concerning significant change factors in education. They wanted to use these findings as a way of projecting into the future. They concluded that there were only two significant factors that had led to change in education during the previous decade: student and minority group activism or confrontation. Those of you who were in higher education during that decade will recall what it was like. Changes that had not been made in hundreds of years came about very rapidly as a result of that struggle. This is my way of illustrating the point I wish to make; namely, that every individual who's with it in terms of life/career development will become sophisticated in conflict utilization.

As people develop self-interest advocacy, as they express and strive to defend what is important to them, they will come into conflict with each other. If you have every worked in the area of value clarifiation, you know how quickly this process leads to conflict, because as we become clear as to what our values are, we discover how different they are from other people's. Neither guidance nor education has prepared us to deal with conflict. I think we're now awakening to the fact that the *effective* utilization of conflict to bring about change and growth is the essential ingredient in the behavior of future man.

You've heard the term "intimate enemy." It expresses quite eloquently the relationship that exists between married people. How do they improve their relationship? To some extent they do it by fighting, by utilizing the conflicts that develop. Instruction in the constructive use of conflict will increase in institutions; you'll find it in marriage counseling, student groups, and public agencies. There is a definite and compelling need to prepare people to be more comfortable with and constructively responsive to the conflict that exists in our society.

Conflict utilization is akin to what I call "relating and reaching," two crucial behaviors for future man. We need to be able not only to relate, to reach out, but to do so quickly, warmly, and meaningfully. Maybe you've read the book, *Contact*. It's a study of human interrelationships by two psychiatrists who suggest that the first four minutes of any human relationship are the most crucial. Or, as Toffler says, in the future relationships are going to be made and broken with far greater speed than in the past. What we have to do is develop the capacity in people for achieving an immediate sense of personal communication and intimacy. Our tradition ideas concerning long-term relationships are beginning to feel this emphasis. A girl I know who recently married went to pick out a wedding gown. She found one she liked very much but it was too expensive. The sales girl, sensing her hesitation, said, "Don't hassel it, honey; you only get married two or three times in your life." How many of us are experiencing changes in situations or relationships thought were lifelong and lasting?

The human relatability factor is being stressed in many settings, in fact. The Marriott hotel chain, for example, now provides a week of sensitivity training for its waitresses. All kinds of groups are finding that the ability to team, to be a group member, to consult, to relate, to communicate, is essential for productivity and achievement. One of our concerns is human effectiveness and human efficiency. The human relationship factor will be increasingly important. We're experts on this. Have we, as guidance people, focused sufficiently on this human relatability? If not, how can we help people develop the kinds of relationship skills they'll need in the future?

I've already talked about values, but I would like to look at them a little differently for my sixth point. We need to develop the behavior of "valuing." By valuing I mean three processes—1) continually examining and developing values; 2) personally taking the responsibility to act on those values; and 3) assuming responsibility for the consequences of those actions. Certainly, we doubt the extent to which many of our leaders engage in valuing as I've described it. As several news magazines have com-

mented, isn't it strange that so many of the best educators, who represent the finest in American culture, are involved in situations that could only be described as illegal, crooked, immoral, or unethical? Stanley Milgram certainly demonstrated some frightening results in relation to the issue of responsibility. You may recall his experiments at Yale on personal values or conscience versus obedience to authority. What he found was that people's tendency to accept authority can readily override their personal values. Briefly, he asked people from all walks of life to be "teachers" and to administer shocks to another person, a "learner," each time the learner made a mistake. The learner was in another room where he could be heard but not seen by the teacher. The teacher was told by the experimenter (the "Authority" to increase the voltage progressively each time the learner made a mistake. The volatage indicator went from 15 to 450 volts into a red zone marked "Danger." As the experiment went on, the learner (an actor), complained he was being hurt, and screamed progressively louder in agony. Some of the actors had mock heart attacks before the teacher (continually urged experimenter) refused to administer any further shocks. Some teachers used *all* the levers on the machine.

Milgram had asked psychologists from all over the world to predict how people would respond to such a situation. The psychologists overwhelmingly predicted that individuals would refuse to continue such an experiment. That they were wrong is a frightening commentary on our behavior. There are Eichmanns in everybody. After all, by some definitions, he was just an efficient bureaucrat. He was aghast at what was happening in the concentration camps, but he went against his own set of values because he wanted to be an efficient, effective bureaucrat. He did what higher authorities told him to do, so he could earn their praise and rewards.

My next point is a personal one and I think I can best explain it by using an example from B.F. Skinner's *Walden II*. Skinner proposed creating a utopian society through human engineering via a reward structure that would assure that all behavior would be desirable behavior.

In one scene from the book a group of young men who had been out on a long, strenuous hike return and find a tempting meal on the table. The waiter makes them stand in front of their plates for 15 minutes. They can't touch the food or hold the plate—they can only look and smell the delicious aroma. They experience delayed gratification and are rewarded by eating.

The ability to persist toward a goal, to overcome frustration, problems and failures, is what we need to program into many of our life/career development experiences. We need to insure that one day peope will learn not to do just those things that are immediately satisfying, but will learn to devot themselves to long-term goals.

Skinner says that his greatest concern about contemporary society is that there is no way of rewarding the person who plans for the future. All our current societal rewards are for immediate kinds of behavior—drugs, sex, the new life styles, communal living—all of these bring immediate reward. The ancient Greeks defined happiness as the complete use of one's faculties, extending oneself to the limits of one's capacities. It is this kind of persistence we need to foster through our life/career development efforts.*

*For an elaboration of some of these points, see *Impact*, Vol. 3, No. 1, "Are We Free to Have a Future," by B.F. Skinner, a presentation made at the Future Worlds Lecture Series, Ann Arbor, Michigan, April 4, 1973.

In closing, let me comment on the state of the human condition. The most meaningful behavior man exhibits is the ability to love and to be loved. If you walk into any bookstore today and notice the books that are most commonly displayed, you'll see that the majority of the nonfiction books speak of how one can gain greater personal fulfillment—to be loved by others and to be loving to others. Scientific socialization experiments show that this is not a common experience or capacity. But this matter of personal fulfillment is very crucial to the whole milieu of life/career development. If we're going to live deeply enriching or contribute to society, we must begin with positive self regard. As I said earlier, some people really don't think of themselves as okay. We have to realize that what people need is not more information, not more competencies in the usual skill sense, but a sense of personal empowerment, power that comes from knowing that you can love others, that you are worthy of their love. This kind of strength, which comes from the respect you have for yourself and others, can't be taught; it can only be learned. It has to be a crucial function, a crucial outcome of what we call life/career development.

What I'm saying was said, in a sense, in the book, *Jonathan Livingston Seagull*. As a young bird, Jonathan begins to experience some of his uniqueness. He doesn't know what his potentialities are, but he begins to experiment with them. He finds that there is a new world out there; he tries his wings—he can soar, he can do things others can't. He finds a teacher, a master, who will help him develop his special flying abilities. Then he finds that there are other seafulls trying to excel just as he is, trying to push the frontiers of what a seagull can do.

Perhaps life/career development in the years ahead will bring out the Johnathan Livingston Seagull that is in all of us—perhaps it will give us the courage to experiment, to test our reactive capacities, to reach beyond the boundaries of the now into the limitless future.

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The ERIC Scope: Part 2

This is the second in our series of brief descriptions of ERIC Clearinghouses and their respective scopes and functions. ERIC invites you to visit these facilities and take advantage of the many resources, documents, books, journals, films and other materials housed in these clearinghouses. And we're sure you'll derive a great deal from visiting and talking with their resident experts on various aspects of education.

Educational Management
320 Hendricks Hall
University of Oregon
Eugene, Oregon 97403

The subject area of the CEM Clearinghouse is the administration of educational organizations at elementary and secondary levels, including educational facilities. A "hot" topic of current concern at this clearinghouse is *merit pay.* CEM is in the process of preparing publications and background information on this topic and will perform manual or computer services on merit pay for interested parties. CEM has access to Lockheed's Information Retrieval Service, Research and Information Services for Education (RISE) and many other computer-based search systems.

Information Resources
Stanford University
School of Education
Center for Research and Development in Teaching
Stanford, California 94305

The Information Resources Clearinghouse (formerly Media and Technology) is responsible for information on the application of new media and technological innovations to education, including such subjects as instruction and programmed learning. Recently the clearinghouse has focused its attention on the theme of "humanization" of media and technology—a shift away from hardware and toward the learner and his environment. Recent clearinghouse involvement in humanization-related conferences and publications promise greater emphasis on user-oriented services within information dissemination systems.

Exceptional Children
The Council for Exceptional Children
Suite 900
1411 South Jefferson Davis Highway
Arlington, Virginia 22202

ERIC/CEC acquires selected documents concerning children and youth who require special services. Included are the visually, aurally, physically or mentally handicapped, the emotionally disturbed, and those with learning disabilities and speech defects. Several years ago CEC created what it terms an "educational grapevine" and assembled a group of 58 experts in the special education field who could readily suggest channels for the dissemination of special education information and identify current issues, projects, research efforts and other related activites in this growing field.

Higher Education
George Washington University
Suite 630
One Dupont Circle
Washington, D.C. 20036

ERIC/CHE is responsible for analyzing and disseminating materials from two basic sources: articles that appear in higher education periodicals and fugitive documents on or about higher education (that is, publications and manuscripts that are not normally collected and catalogued by academic libraries). CHE acts as an information synthesizer through its information analysis products which include bibliographies on specific issues, state of the art monographs, and literature review papers. The only higher education matters excluded from CHE's scope are documents on teacher education and the teaching of English in higher education.

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